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ABSTRACT

This publication is designed to examine the more traditional technologies such as videotapes, audio cassettes, and word processing as well as different technologies including CD-ROMS, presentation-enhancing tools, multimedia programs, Internet, online forums, and satellite programs that are available to foreign language teachers. This guide suggests practical foreign language activities for teachers who wish to increase their students' interest and motivation and who want to enhance their students' language skills and cultural understanding through the use of technology. This guide offers a multitude of foreign language sample lessons organized around computer and technology strands (Societal Issues, Databases, Spreadsheet, Keyboard Utilization/Word Processing/Desktop Publishing, Multimedia Presentation, and Telecommunications). Definitions, answers to frequently asked questions, strategies for understanding authentic materials, and lists of a variety of resources are also provided. Covered topics include the following: technology's redefinition of the role of teachers, teacher tips, and sample lessons incorporating traditional technologies, software, telecommunication, and multimedia software. Also included are a chapter on other resources, assessment tools, glossary, bibliography, and 10 appendices with technical and practical information. Twenty-nine references are included. (KFT)

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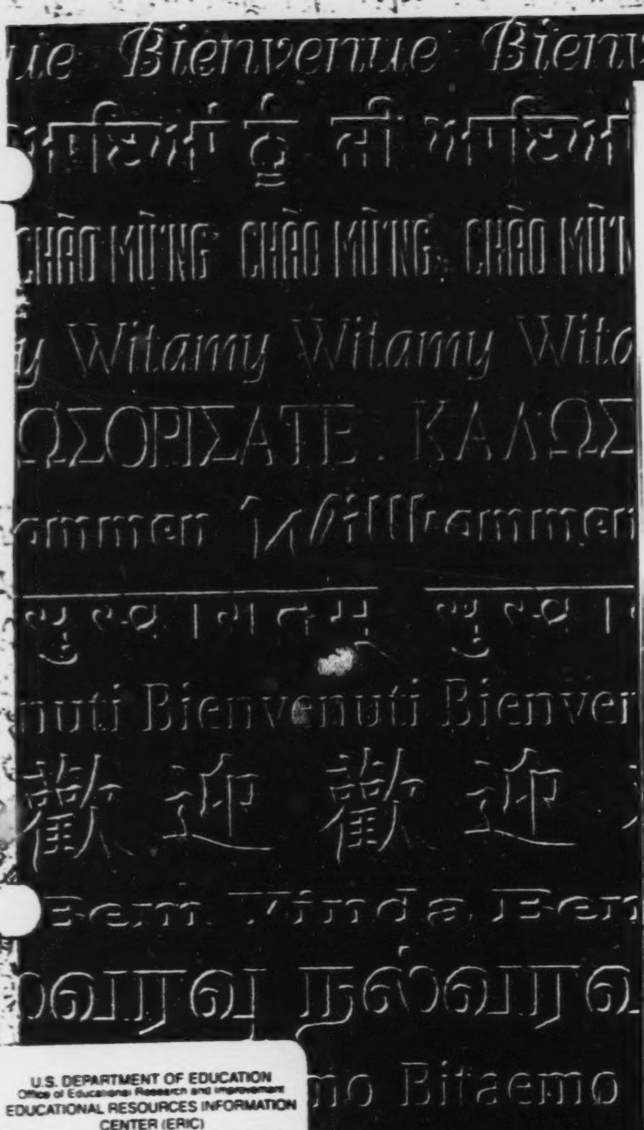

Technology: The Common Language

A Guide for Integrating Technology in the Foreign Language Class

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

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Technology: The Common Language

A Guide for Integrating Technology in the Foreign Language Class

Public Schools of North Carolina
State Board of Education
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Foreword

There is a critical need for teachers who can incorporate technology to enhance learning in order to make students active learners. However, research reports stress that, despite the increasing number of computers and other technologies, the actual use of computer and other technologies in the classroom is not "extensive nor appropriate" (Mojkowski, 1990). This dilemma is reflected in the foreign language classroom where teachers complain that access to existing and emerging technologies is not readily available to them and their students.

The Computer/Technology Skills Standard Course of Study states that "to become technologically proficient, students must develop the skills over time, through integrated activities in all content areas K-12, rather than through one specific course. These skills are necessary for all students and should be introduced and refined collaboratively by all K-12 teachers as an integral part of the learning process" (p. 9).

For these reasons, this publication is designed to examine the more traditional technologies such as videotapes, audiocassettes, and word processing as well as the different technologies including CD-ROMS, presentation-enhancing tools, multimedia programs, Internet, on-line forums, and satellite programs which are available to foreign language teachers. *Technology: The Common Language* suggests practical foreign language activities for teachers who wish to increase their students' interest and motivation and who want to enhance their students' language skills and cultural understanding through the use of technology. This document offers a multitude of foreign language sample lessons organized around the computer and technology strands (Societal Issues, Databases, Spreadsheet, Keyboard Utilization/Word Processing/Desktop Publishing, Multimedia Presentation, and Telecommunications). This document further offers definitions, answers to frequently asked questions, strategies for understanding authentic materials, and it lists a variety of resources.

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Section I:

Technology & the Teacher
Redefining Roles

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Technology and the Teacher - Redefining Roles

Eight Major Trends of Technologies in Education

1. A shift from whole class to small group instruction.
2. A shift from lecture and recitation to coaching.
3. A shift from working with better students to working with weaker students.
4. A shift toward more engaged students.
5. A shift from assessment based on test performance to assessment based on products, progress, and effort.
6. A shift from competitive to a cooperative social structure.
7. A shift from students all learning the same things to learning different things.
8. A shift from the primacy of verbal thinking to the integration of visual and verbal thinking.

(Allan Collins, "The Role of Computer Technology," 1990)

Introduction

The ability to communicate with other beings is central to human nature. Throughout the ages, humans have been able to share information, interests, needs, and values over time and space and thus have influenced others by their actions and their words. In recent years existing and emerging technologies have brought the world closer and have erased many of the existing borders.

The boundaries of time and space are nowadays instantly crossed as we find ourselves directly interacting with others at home and abroad. Such technology as televisions, telephones, and computers have expanded everyone's ability to process large quantities of information and to communicate with one another more effectively.

Goal of Foreign Languages

Similarly, the main goal of the study of foreign languages is to develop proficiency. Proficiency is defined as the ability to communicate orally and in writing.

Relationship of Communication and Culture

However, communication in a foreign language is not limited to the sole transmission of words. When communicating in a foreign language, information, ideas, values, beliefs, and new insights are gained in ways which cannot be accessed solely in English. Consequently, the knowledge of the language is essential not only to convey a message but also to understand the culture. Indeed, the two are truly inseparable; "culture and language are complementary components of communication" (Osuna and Meskill, p. 72).

Knowledge of the culture (independent from knowledge of the language) may yield some invaluable insights into the way people live, think, and act but this knowledge does not provide the interaction needed to truly understand the people. Therefore, knowing "what to say, when to say it, how to say it, and to whom to say it" is the second major goal of foreign language learning.

> *Communication is essential for adjusting to the dynamic changes in our world today, yet you can't communicate if you can't speak the language and understand the culture.*
>
> (Harry Barnes, Former US Ambassador)

This interdependence is reflected in the *National Standards for Foreign Language Learning - Preparing for the 21st Century,* which states that:

> *Because language is the primary vehicle for expressing cultural perspectives and participating in social practices, the study of a language provides opportunities for students to develop insights in a culture that are available in no other way.*
>
> The Standards for Foreign Language Learning. p. 43

Communication, Culture, and Technology

Thus, the focuses of communication and culture in the foreign language program are enhanced by modern technologies. Foreign language teachers can incorporate technology as a means to develop communication skills and to expand the students' learning experiences beyond the confines of the classroom (*Technology in the Curriculum - Foreign Languages.* California State Department of Education, p. 8).

The challenge for foreign language teachers is to create an environment which involves students in authentic, culturally-appropriate, and meaningful experiences designed to stimulate the development of proficiency. In doing so, technology serves as a learning and teaching tool which supports and enhances the curriculum.

Technology for the Foreign Language Class

Traditionally, foreign language teachers have resorted to a variety of technologies such as audio and video tapes, language labs, radio and television broadcasts, films, slides, filmstrips, and overhead materials to facilitate learning in their classrooms. More recent technologies are now available to enhance foreign language instruction. These technologies include distance learning, satellite broadcasts, computers, the Internet, CD-ROMS, video-conferencing through the information highway and *CU SeeMe*. Students can organize multimedia presentations which incorporate text, graphics, sound, and video; they can interact with laserdiscs; they can communicate through electronic mail; they can create databases and spreadsheets; and they can access desktop publishing to generate graphics and text.

Such technologies open the classroom to the outside world, provide unlimited access to a variety of resources, and allow students to communicate orally and in writing with other speakers of the language.

Challenges for Educators

These same technologies often present educators with a new set of challenges as they examine their role and the role of technology within their classroom. In their article "How Can Technology Be Used to Promote Language Learning?" Feyten and Nutta list two of the issues facing educators today:

- Psychological barriers
- Management, availability, finances, and space

Psychological Barriers

Psychological barriers are defined as "changing deep-rooted pedagogical beliefs shared by practitioners, dispelling educators' fear of losing authority and control and accommodating the rapid pace of change in computer development" (Claeys & Feyten, 1997). Teachers are often resistant to experience new technologies. They feel that they need extensive training and that their students are more technologically adept than they are. (The adoption and requirement of computer competencies for NC teachers are expected to ease their hesitancy and to provide some of the necessary training.)

Furthermore, teachers question their role in a technology-oriented classroom, and they are not always comfortable with switching from teacher-driven classes to student-driven classes where teachers serve as facilitators and resources.

Teachers As Facilitators

As facilitators, teachers match the power of technology with the needs of the learners to ensure that technology is used to support the program goals and not the other way around. In doing so, teachers select the specific technology which best addresses the selected purpose. Therefore, teachers need to be aware of "how technologies work, what purpose they serve, and how they can best be used" (Furstenberg, p 22).

In addition, they must also "learn to use these materials appropriately" (Furstenberg, p. 22). Is it better to use multimedia to assess students' understanding through fill-in-the blank statements or would a video be better suited for this activity? Furstenberg recommends that all these issues be addressed prior to incorporating technology in the foreign language class.

Issues to Consider

Foreign language teachers often find that all schools and classrooms are not equipped in the same manner. Issues of availability, space, adaptability, and adequate funding have to be addressed regularly.

Availability and Space

Some schools may have state-of-the art technology while others are struggling to furnish the bare necessities. Teachers at the elementary level hardly ever have their own classrooms. They "float" from one room to another to provide instruction for 20 to 30 minutes, two or three times a week.

Adaptability

In addition to the constraints of time and availability, teachers are expected to continue using hardware and software even after these technologies have become outdated (Eyler, 1997). The teachers' creativity determines how they can adapt their antiquated equipment to meet their students' needs as well as their own needs.

Need and Funding

Finally, while local and school plans largely outline the technology expansion, provisions are not automatically inclusive of foreign language needs. Therefore, it is necessary for language teachers to inform continuously and persistently others of their needs and *to justify* these needs for more advanced technologies.

The Role of Technology

Technology in the Curriculum - Foreign Languages, published by the California Department of Education, outlines the following potential roles for technology in the foreign language class:

Instructor	As Instructor - Technology can be used to help students develop proficiency in communication and master necessary grammatical structures, vocabulary items, and other skill components when necessary. It may be used to present information or to guide students through communicative practice. In foreign language learning it is often necessary to present the look and essence of people, places and things common to an entirely new culture. These aspects of a new culture cannot be easily presented through demonstrations done by the unaided teacher. Technology can often present the aspects of the culture quickly and efficiently and with a lasting impact on the student. (p. 16)
Learning Partner	As Learning Partner - Technology can provide cues and other for interaction. It becomes a communicative partner for the student. Stimuli might be printed messages, questions, or commands on a computer. Graphic or pictorial cues may be presented on a computer or video recordings. Various devices, interfaced with one another, might present the student with voice messages, questions, commands, or rejoinders in combination audio, video, or graphic formats. The students can initiate or respond to language, and the device can comment or answer back. A well-designed electronic learning partner has the helpful qualities of being indefatigable, non-critical, and non-threatening. (p.16)
Facilitator	As Facilitator - Technology can serve mainly as a means by which students can speak or write. The students may use a word processor to create a story, essay, or speech in the foreign language. Classmates may use a VCR to create a drama or to record a discussion in the foreign language. They may exchange self-recorded audiocassettes or videocassettes with other students and native speakers. Students may use telecommunication devices to confer and to discuss with peers in other countries. When acting as a facilitator, technology serves as a means of transmission for student-initiated messages and interaction. (p.16)
Data Source	Data Source - Technology can provide students and teachers access to information, written, pictorial, or auditory, which can serve as raw material for communicative exchanges or cultural experiences. (p. 17)

A Shelby City elementary French teacher states that her Internet connection and e-mail exchanges with a counterpart in France have helped her grow personally and professionally. These exchanges have provided her with many insights into the French culture. In addition, through these communications she has gained an "instant" resource to answer her questions pertaining to the French language and culture and she has won a friend with whom she can exchange views on education, children, and family.

Assessor

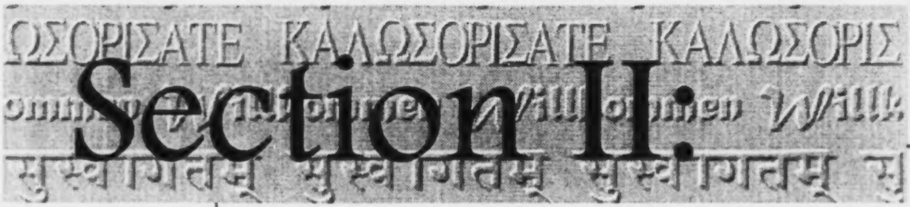
As Assessor - Technology can serve to evaluate foreign language performance. Electronic devices can provide visual and oral material for which students are expected to respond, demonstrating their ability to comprehend or produce language. Technology can evaluate the accuracy of certain kinds of student responses. It can also serve to record language production and interactions for later evaluation by the teacher. (p. 17)

Technology and Special Needs Students

Technology is an especially effective medium to use with special needs students because it incorporates more than one modality for learning. Interactive computer software present a multisensory format in which the students hear (auditory modality), see a screen (visual modality), and use the keyboard (kinesthetic modality) to type in responses.

Is Technology the Answer?

Whether technology is used as an instructor, a learning partner, a facilitator, a data source, or an assessor, it cannot take the place of the instructor, the textbook, and the pencil. Technology does not reduce class size nor does it address the needs of all students all of time. However, in a program governed by sound pedagogy and clearly-identified goals within a well-developed curriculum, technology promotes meaningful interactions, makes the language available to all students, and empowers students and teachers alike.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Section II:

Teacher Tips

- *Accessing Authentic Oral and Written Texts*
- *Frequently Asked Questions*
- *Teacher's Tips for Using the Computer Without a Lot of Hassle*
- *Tips and Criteria for Selecting and Evaluating Materials*

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Accessing Authentic Oral and Written Texts

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Value of Using Authentic Texts

The value of using authentic texts in the foreign language class has been well documented over the years. Authentic texts increase student motivation, they help dispel stereotypes associated with special cultural groups, and they bring a sense of reality to language learning. However, the selection of appropriate authentic texts for use in the foreign language class can present a great challenge to teachers. Vicki Galloway, in *Pathway to Proficiency*, recommends the following criteria for guiding the selection of authentic texts:

- Topic should be accessible to the learner.
- Length of the text should not be intimidating to beginning readers.
- Linguistic level should be slightly above the reader's own level (Krashen i + 1 theory) unless the tasks are closely structured to involve focused listening/reading.
- Clues to meaning should be abundant - contextual, verbal, pictorial, linguistic, etc.

Language Gap

When students attempt to listen or read authentic materials, they find that there is a large gap between the complexity of the material they hear or read and their own level of language proficiency. They often see or hear the text as a series of words, each having to be deciphered prior to going to the next one, and as a result, they feel frustrated by the experience and do not automatically resort to the strategies they use in their native language. "Students may fail to transfer their native language listening skills to foreign language listening situations simply because these strategies operate on an unconscious level" (Joiner, 1997). For this reason, teachers may help them make sense of the text by modeling successful strategies and by helping students identify those which work best for them.

Definition of Strategies

Oxford describes strategies as "the often-conscious steps or behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of information" (Rigney, 1978; Oxford, 1990). These strategies can greatly facilitate the acquisition of language by making of students active learners who organize, synthesize, and relate new information to their previous existing knowledge.

Kinds of Strategies

Language strategies vary from "metacognitive techniques for organizing, focusing, and evaluating one's own learning; affective strategies for handling emotions and attitudes; social strategies for cooperating with others in the learning process; cognitive strategies for linking new information with existing schemata and for analyzing and classifying it..."(Oxford, 1990).

Chamot and O'Malley in the *CALLA Handbook* note that students who "use strategic approaches to learning will comprehend spoken and written language more effectively, learn new information with greater facility, and be able to retain and use their second language better than students who do not use learning strategies."

Suggested Strategies

Following are a series of suggested strategies to be used with or by students during the different stages of engagement with a text.

I. Pre-, During, and Post Activities

Purpose of Strategies

The purpose of pre-listening, pre-viewing, and pre-reading activities is to activate the schema or background knowledge (what the students already know about the topic to be viewed or heard). At this stage, the teacher tries to focus the students' attention on relevant aspects of a text as they prepare to listen or to read a selection.

> *The teacher can conduct an in-class pre-listening activity to prepare students for listening on their own. Such an activity could be designed to promote both top-down processing by activating background knowledge and bottom-up by presenting key vocabulary and structures (Joiner, p. 100).*

Strategies

This preparation can be conducted in a variety of ways involving different strategies such as brainstorming, skimming, looking at illustrations, classifying, completing K-W-L charts, drawing, taking part in discussions, webbing, semantic mapping, predicting, reviewing and/or pre-teaching of vocabulary and grammatical structures needed for comprehension. In addition, familiarity with the different kinds of text (newscasts, newspapers, ads, TV guides, weather reports, etc.) and the components of each is instrumental in facilitating student comprehension of a text.

Advance Organizers

Advance organizers are also effective in helping direct the students' attention to the task. An advance organizer can consist of pictures. Pictorial representations and visual aids are especially effective in facilitating comprehension of a passage as they provide "visual information," "facilitate contextualization," and help build background knowledge (Martínez-Lage, 143).

Advance organizers may also be composed of questions or statements. For example, prior to reading or listening to a selection, the teacher can help students anticipate the content of the text by asking questions whose answers are found in the text. Ironically, questions are usually listed at the end of a text and are asked upon completion of the reading/listening selection. The teacher can also summarize what is to be viewed/heard in three brief sentences to give students a frame for understanding the information.

Organizers may also take the shape of graphics which help students organize the information visually.

> *Graphic organizers can be used by students to record their prior knowledge as they encounter new information. When students are listening or reading for information, they can write down the main ideas on a graphic organizer. When completed, the graphic organizer becomes an integrated summary or the content presented in the lesson, and can be used as a study guide.*
>
> *(Chamot, and O'Malley, 1994).*

The following items show specific examples of graphic organizers to be used at the pre-listening stage.

Activating the schemata

K-W-L charts are used to help elaborate on what students already know about a particular topic. The K and W can be completed as part of the pre-viewing or pre-listening activity while the L section would come at the completion of the activity (or the task).

K (Know)	W (Want to Know)	L (Learned)

Predicting

Prediction charts provide a format for how to use the context to make good guesses about what is to come next.

Your predictions	The story

II. Listening, Viewing, or Reading Activities

Purpose of Strategies

When viewing a film, video, or multimedia presentation or when reading a posting on the Internet, students are active participants who interact directly with the text. The strategies suggested below help the students make sense of the text as they encounter unfamiliar material.

Strategies

Some useful strategies to help them access the text involve scanning for key words or types of information; skimming for main idea; determining what is relevant from what is not relevant (students are not confident to select relevant information and may often be distracted by irrelevant bits of information); asking questions to monitor one's own understanding; visualizing what is read/heard; completing graphic organizers, outlines, timelines, story grammars, story skeletons; making inferences; predicting and checking predictions; summarizing for oneself; rereading to clarify confusing parts; and reading/listening for what is known (familiar words, cognates, etc.). Some students viewing a video segment also resort to watching the segment with the sound off in order to get an overall idea of the viewing selection.

The following items show a variety of graphic organizers and suggestions to help students identify and/or organize information they hear or read.

Looking for information and/or details.

This process can be facilitated through the use of a graphic organizer which can focus the students on the needed information. The following chart can be used while students listen to a text containing many numbers.

As you listen to the text, complete the following chart.

Number Dictation

Number	What does it pertain to?

What is the temperature like?

Cities	*Temperature*
Paris	
Nantes	
Nice	
Chamonix	
Lille	
Strasbourg	
Biarritz	

This chart can be used with students listening to a weather report. It can be modified to ask "What is the weather like in each city?" Students can write a brief statement or can draw the symbols matching the weather forecast. Another option is to list the temperature (or the weather condition) and to ask students to write in the name of the corresponding city.

Extracting the main idea

Students often experience difficulty when they are asked to select the main idea. This is especially true if the main idea is not stated explicitly. Activities which focus on identification of the main idea of a story or a paragraph and which ask them to select key words or sentences will help them become better readers and/or listeners.

Read the text, state the title and the main idea and a key sentence for each paragraph.

Title:	
Main idea (First paragraph)	Key sentence:
Main idea (Second paragraph)	Key sentence:
Main idea (Third paragraph)	Key sentence:
Main idea of entire passage:	

Adapted from Claudia Bay, ATFL-SAA, DLI, Presidio of Monterey, CA 93944

Taking Notes

Taking notes involves writing down key words and concepts in abbreviated verbal, graphic, or numerical form during a listening or a reading activity. Notes can be taken in a double entry format, with information and questions or personal responses.

Information	Questions or Personal Response

Reading Strategies: Helping students to Prepare for the Reading Competency Test

Topic	Notes	Short Report

Birgitta Geltrich-Ludgate, Defense Language Institute, 1997

In the following example, a pad is used to help the students focus on the information needed. As students hear the message, they write down the requested information.

WHILE YOU WERE OUT

DATE: ______________________

TIME: ______________________

TO: ______________________

FROM: ______________________

WITH: ______________________

PHONE: ______________________

PLEASE CALL ______ NEED TO SEE YOU ______

RETURNED CALL ______ CAME BY OFFICE ______

URGENT ______ WILL CALL AGAIN ______

MESSAGE:

____

____

Figuring out vocabulary in context

Students need to understand that the meaning of a paragraph is not dependent on understanding every word in the selection. Teachers can help students realize that there are many decisions they can make as they come across an unfamiliar word or expression. Some examples are as follows:

- Skipping the word and reading to the end of the sentence.
- Categorizing the word as a noun, verb, adjective.
- Looking at prefix, suffix, and root to guess the meaning of the word.
- Guessing the meaning of the word according to the context.
- Using filler words such as "something," "does something," etc.
- Reading on and making no decision or reading on and later returning to what was unfamiliar if it is crucial to the understanding of the text.
- Looking at cognates.
- Using resource materials such as dictionaries, textbooks, information from another student.

Inferring

Using information in the text to guess meanings of new items, predict outcomes, or complete missing parts.

III. Post Listening, Viewing, Post Reading Activities

Strategies The following strategies can be included to aid student comprehension of the text: verifying predictions, comparing and contrasting, supplying different endings, summarizing, elaborating, transferring (relating the new information to the known information), writing an outline, reenacting a text, dramatizing interviews or scenes. In addition to the above strategies, graphic organizers can be used to facilitate learning.

Verifying what was learned

The K and W can be completed as part of the pre-viewing or pre-listening activity while the L section would come at the completion of the activity (or the task).

K (Know)	W (Want to Know)	L (Learned)

Verifying predictions

How to use the context to make good guesses about what is to come next. Use a prediction chart such as the following one.

Your predictions	The story

Summarizing

Making a mental or written summary of information gained through listening or reading.

Frequently Asked Questions

Question 1: How can I use computers when there is only one computer available in my classroom?

Not many classrooms are equipped with enough computers for all students in the room. In some cases there is a computer lab available to teachers and their classes on a sign-up basis; however, the dilemma of what to do when there is only one computer for the entire class is a real one facing many foreign language teachers in our state. The following suggestions address this challenge.

Centers

One of the suggestions to address the scarcity of computers is to set up the class in centers so that one center is organized around the computer use, while the other centers incorporate a variety of other media with a specific task to be accomplished at each.

Some possibilities include a listening center with a tape player, a viewing center with a TV and VCR, a recording center with a tape recorder, a reading center with newspapers, magazines, and brochures from the target language, and a writing center where students prepare brochures, advertisements, cards, invitations, etc.

A Spanish teacher (name unknown) on the FL TEACH listserv in May 1997 makes the following suggestions:

- **Listening Center** - Tape recorder, headphones (if needed) and listening activities from the text book or supplementary recorded materials. This could also include a cloze activity with a popular or traditional song. The teacher can also tape instructions for students to perform either through drawing or by creating something. In addition, the teacher can record announcements or radio news and have students answer questions.

- ***Technology Center*** - Have a structured activity with the one computer in the classroom. It can be exploring a CD-ROM, doing a drill-and-practice software unit, e-mailing key pals, web searching for pictures and/or information in the target language, page layout or word-processing activities (include framed paragraphs or structured completion activities, creative writing, story starters, writing answers for an advice column, creating advertisements, Mad Libs) or developing a section of a class presentation on *HyperStudio* or *KidPix*. Four to a group in pairs for half the class and combine with another shorter activity (perhaps an information gap speaking activity).

- ***Realia Center*** - Develop comprehension and activity sheets to go with various realia for which the teacher has only two copies. Depending on the unit topic, consider using museum floor plans, city maps, country maps, road maps, posters, newspaper pages, phone books, trade books, etc.

- ***Composition Center*** - Have an area with dictionaries available. Give structured compositions, picture compositions, group compositions, comic strips with blank bubbles, journal entries. Make poetry using structured poetry (cinquain poems). Use magnetic way or flannel board pictures for compositions. Create and write picture postcards, letters, etc.

- ***Creativity Center*** - Have students develop reader's theater, puppet shows, skits or illustrated stories in pairs, groups or individually. These can be rehearsed for later presentation or videotaped at another center. (This would give two days total for this center with no group on the video.)

- ***Speaking Center*** - Students can do pair-speaking tasks, prepare, practice, and present their dialogue for the teacher before the end of class. Students could narrate a story into a tape according to a sequence of pictures (AP style), or develop their own sequence of pictures to narrate a story (this is especially effective with past tenses). Students can develop radio and/or TV commercials. These activities can often be a follow-up to something which was introduced in the realia center.

- ***Culture Center*** - Students can examine artifacts (coins, stamps, money, pictures, prints, photos, post cards, menus, etc.) and make inferences, comparisons and contrasts between the target and the native culture. Art prints can be examined along with reading material. Filmstrips or videos can be viewed in a small group, and students can answer comprehension questions. Commercials, TV excerpts, travelogues, all can include personal reaction questions along with the comprehension questions. Poems and brief literary passages can be studied. Students can make maps or timelines, develop travel itineraries or brochures. They can follow directions to make some cultural products (Ojo de Dios, Piñatas, Mardi-Gras masques, etc.).

- *Games Center* - Drill and practice vocabulary, grammar, phrases or cultural knowledge with commercial or teacher-made games. These games can include Concentration, Trivial Pursuit, Pictionary, Scattergories, Scrabble, Win-Lose-or Draw, Cluedo, dice games. Include a Scavenger Hunt to be conducted throughout the building.

- *Reading Center* - Use longer readings from magazines, newspapers, or Internet resources. Have students read aloud and underline important parts. Ask some comprehension check questions. Ask them to display the information they read graphically.

- *Textbook Activities Center* - Although the teacher will use many of these in the initial teaching days, some of the more open-ended text activities or ancillary materials will make great center activities.

- *Library/Research Center* - Use target language encyclopedias, almanacs, dictionaries, or the textbook for various research activities or scavenger hunts.

Students or groups of students are assigned to a specific center for a given amount of time (either a day or less depending on the task) and students eventually have to rotate through all the centers by a given date. A sign-up sheet and assignments at each center verify that each center was visited and the task completed. Some teachers recommend using a timer to announce the changing of centers, while others let the students rotate at their own pace provided that they visit and complete the assignments at a certain number of centers and that they go only to a center which has an empty seat.

Housekeeping Hints

When implementing a center approach within the classroom, organization is of primary importance.

√ Include an instruction card and any other items needed to complete the activity with each center. Make sure to give students detailed instruction and to divide clearly the role of the group members to prevent wasted time.

√ Get colorful boxes for materials. Store on accessible shelf. Color code by level. Laminate and tape station number on each box.

√ Tape up the sides of file folders to use as pockets for worksheets. These can be reused again and again. They can be put in the station box or stapled to the bulletin board. Station numbers are taped to these folders.

√ Keep the keys to all the activities in a three-ring binder so that they are always with you and you can control their use.

√ Make some activities self-correcting (when finished students come to ask you for the key or the key is left at each center in a specially identified file folder).

√ Develop or have students develop rubrics to assess their work at each center.

√ Set a timer if the students' time at individual centers is limited. Some teachers ask their students to move clockwise when the timer rings.

√ Think of a strategy to group students if more than one student is to be at the center.

√ Assign a "secretary" for each group. This person will be responsible for ensuring that instructions are returned to the proper file folders which are kept either at each station or at a centrally located place.

TV Monitor

Another possibility when working on projects which require Internet access includes connecting the computer to a TV monitor so that the entire class sees the same screen. To do this an adapter must be used. Costs are reasonable ($150.00 to $500.00). Adapters which are commonly found in the classroom are TV-ator (cross platform), the AVERKEY 3 for the PC, or the Presenter 3 for the Mac. An RF modulator can be purchased inexpensively ($50.00) from such place as Radio Shack. All these devices convert the computer video to the TV screen.

Projection Devices

If the computer or the television screen is too little for viewing by a large group, teachers can use a high resolution LCD panel with an overhead projector to project on large screen or wall, dimming the classroom lights. The high resolution LCD projector gives a better picture but is also more expensive.

Presentation Tool

When there is only one computer in the classroom, the teacher, groups of students, or individual students can use it to present information. Such presentational programs as *HyperStudio, PowerPoint, KidPix* for children are especially effective with this set up.

Question 2: What if there is only one Internet hook-up?

Run Off Hard Copies

Teachers or students (at school or at home) can download Internet resources and print hard (paper) copies for classroom use. Go to "print" to get a copy of the page, then make copies or transparencies to give to students. Teachers, however, should be respectful of copyrighted materials (see copyright information in the Appendix) and be aware that some web pages may be larger than one might think.

Connect to TV Monitor

Another option involves connecting the computer to a TV monitor so that the entire class sees the same screen. To do this an RF modulator costing around $50.00 can be purchased from such places as Radio Shack. Also, an adapter can be used. Costs are reasonable ($150.00 to $500.00). See previous information on connecting to a TV monitor.

A FLTEACH participant suggests purchasing a video card ($150 or less) which has an RCA-type connection and can be plugged into the video IN connection in the back of a VCR or some TV sets. An RCA-type cable ($10) is needed. There is special software which comes with the card. The card is the ATI-3D Pro Turbo PC2TV which comes in either 4 megs video upgradable to 8 or an 8 meg card.

Cache It/ Whack It Whacking a Web site means that the Internet site from the server (wherever it is) is copied, downloaded, and stored on local storage (hard drive or local server). To whack a site, permission must be obtained to copy the site and to store it, but educational sites grant permission routinely. In addition, whacking a site requires that the needed software (usually under $50.00) be installed.

Software can be obtained from a variety of sources such as:

- *Educational Guide to Whacker*, by Tim McLain, Classroom Connect, 1866 Colonial Village Lane, Lancaster, PA, 17601. 800-638-1639. <http://www.classroom.net>

- *WebWhacker* from the ForeFront Group Inc. <http://www.ffg.com> or *Web Buddy* from Data Viz <http://www/dataviz.com>. These tools allow "you to download a complete Web site for local storage and quicker access, pointing your browser to the local files rather than the actual URL" (Lafford & Lafford, p. 215).

Whacking websites offers several advantages:

- The sites do not disappear.

- Students' access to the Internet is limited to these sites, thus focusing them on the task and preventing them from looking up undesirable sites.

Learning Center Teachers can set up the computer in a learning station as described previously.

Question 3: What if the students are more computer-literate than I am?

Foreign language teachers have received very little training in the use of technology in the classroom. Many are feeling unsure and self-conscious about using it in front of students who are often more knowledgeable than they are. However, there are some steps which can ease the teachers' anxiety.

Previewing

One way to address this challenge is to ensure that teachers are familiar with the program to be shown. It is always in the teachers' best interest to preview a program before its use to determine its content validity and its absence of errors. By doing so teachers can troubleshoot potential difficulties and verify that the program is user-friendly and appropriate to the age and language level of the users.

Students as Assistants

Additionally, teachers may use some of their most resourceful students as assistants to help with the instructions, to facilitate the running of the program, and/or to resolve potential difficulties.

Question 4: Where can I learn more about technology?

Computer Coordinator

When assistance is needed, teachers may contact the computer coordinator at their schools or at the central office. Teachers can make the supervisors aware of their needs for training and see if they will set up professional development activities to meet those needs.

Professional Organizations

Another option is to join the professional organizations because those organizations seek to be responsive to their members' needs. Technology conferences such as those sponsored by NCETC and NCAECT offer many sessions focusing on technology.

Colleague	When venturing in new areas of technology, teachers may also want to seek advice and pair with a fellow teacher who is willing to share his/her knowledge.
College Courses	In addition, several community colleges and universities offer courses which are of value to the teachers seeking to further their skills.
Other Options	Additional resources involve accessing the NC DPI Website and/or contacting the NC Teacher Academy for Technology.

Question 5: How do I keep students from looking up undesirable sites on the Internet?

Parents and teachers may be worried that their children will access sites where drug, racism, explicit sexuality, or violence are illustrated. The following suggestions may be helpful to teachers when confronted with this situation.

Supervision	Close supervision and assignment of specific tasks versus random Internet use help keep students focused and may prevent them from looking up undesirable sites.
Acceptable Use Policy	Ask students to sign a contract stating their own responsibilities when using the Internet. Many school systems in North Carolina are asking students and their parents to sign an Acceptable Use Policy (AUP) which outlines the students' role and responsibility in accessing the Internet. (See Appendix for AUP samples.)
Blocking Programs	Use programs which allow the blocking of certain sites. Some examples are CYBERsitter, NET Nanny, Surf-Watch or CyberPatrol.
Bookmarking Sites	Bookmark the sites to be used on a project. This solution helps students stay more focused on their projects, and at the same time, it ensures that they will not get into undesirable sites.
Cache it or Whack it	Cache it on the hard drive or whack it (WebWhacker). See previous description for whacking websites and the benefits of whacking websites.

A Teacher's Tips for Using the Computer Without a Lot of Hassle

J. Michelle Burnette, Henderson County

1. Be sure that all the students understand what is expected of them and how to run the program before you send them alone to the computer.

2. Be sure that at least one student in each class knows the ropes and can assist the other students so that your lessons are not interrupted.

3. Allow the students to be independent users of the computer, encourage them to try on their own before coming to you or the student assistant for help. (Do not be afraid to let students take responsibility and ownership and to involve them in the selection of materials.)

4. Tape an index card with some reminders and tips for the program to the side of the monitor.

5. Carry a notebook with class rosters and check (or better yet, have a student keep up with the students' turn on the computer). Good record-keeping is very important.

6. Use every computer available. (My students are able to use the Mac in their classroom and the two Macs in the media center. Three computers are in use at all times.) Try to schedule Spanish in the computer lab occasionally if possible for whole class activities.

7. Have the students gather around the computer for instruction, sit on the floor, whatever (it is not ideal but it works) if you do not have a whole class presentation system.

8. Remember our goal is to teach a foreign language. Don't get caught up in the technology for the sake of technology. Ask yourself, "Are the students using the language enough in this activity?" or "Is the activity simple and brief enough so that all the students are getting a turn on a fairly regular basis?"

Tips and Criteria for Selecting and Evaluating Audiovisual Materials, Computer Software, CD-ROMs, and Web Sites

I. Selecting Materials

When teachers choose technology materials designed to improve foreign language instruction, Hoffman recommends basing the selections on the following needs:

- to bring materials with cultural authenticity and linguistic value into the classroom;
- to expose students to more than one person who speaks the target language;
- to see current events that make the target culture (including geography, history, political organizations) and the target language more real;
- to provide materials from diverse sources for a rich variety of vocabulary, social contexts, and culturally enriched settings;
- to provide students with a complete multisensory experience of language in a cultural context, so that students are able to hear and see the language used by real people in real-life situations (e.g., expressions, body language, nuances of conversational gestures, different voices, rates of speech, and kinds of speech - formal, informal, slang);
- to evaluate more effectively students' foreign language skills via the technology medium used to teach them;
- to present a variety of models to show language/culture functioning in different ways for different purposes (e.g., to inform, to entertain, to persuade); and
- to integrate foreign languages with other disciplines in order to create a holistic, natural approach to foreign language acquisition.

Hoffman, E. R. "Technology Proficiency for Foreign Language Teachers." *PEALS*, Fall, 1993, pp. 16-17.

II. Evaluating Materials

There are many programs on the market which look glitzy but which do very little to advance the students' language skills. To guide teachers in their decisions to purchase technology resources, Evalutech <http://www.sret.sreb.org> or <http://www/evalutech.sreb.org> has developed a list of criteria used in:

1. evaluating audiovisual materials
2. evaluating computer software
3. evaluating CD-ROM
4. evaluating web sites

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Criteria for Evaluating Audiovisual Materials

Content

Accuracy:

- Error-free information
- Current information
- Objective, balanced presentation of information
- Bias-free viewpoints and images
- Balanced representations of cultural, ethnic, and racial groups
- Correct use of grammar, spelling, and sentence structure

Appropriateness:

- Concepts and vocabulary relevant to students' abilities
- Information relevant to North Carolina K-12 curriculum
- Presentation compatible with the intellectual maturity of intended audience
- Suitable length
- Appropriate emphasis
- Medium appropriate to the message

Scope:

- Information of sufficient scope to adequately cover the topic for the intended audience
- Logical progression of topics
- Components are easily identifiable

Technical Aspects

Narration:

- Clear and easy-on-the-ear
- Free from cultural bias
- Vocabulary appropriate for intended audience
- Pacing appropriate to audience and content
- Consistency and appropriateness of quality and volume of sound

Visuals:

- Characterized by variety without repetition
- Enhance interpretation of narrative
- Appropriate and relevant
- Objectivity
- Lack of bias (sexual, ethnic, religious, etc.)
- Color where needed
- Captions or subtitles
- Labels on graphs, charts, and diagrams
- Illustrations of sufficient frequency and number
- Illustrations and graphics legible and appropriate in size

Sound:

- Music enhances without distracting
- Clear and consistent volume
- Adds to aesthetics of presentation

Documentation

Teacher's Guide:

- Supplementary or background information provided
- Summary of contents
- Script
- Vocabulary lists
- Suggestions for classroom use, lesson plans, related activities
- Stated objectives
- Answer key
- Information about related items (e.g., series, other media)

Potential Instructional Uses:

- Supplement or support lessons
- Whole-class, cooperative groups, centers, or independent study
- Gifted and talented
- Remedial
- Introduction or review
- Reference
- Enrichment
- Leisure reading
- At-risk

Reasonable price in comparison to similar items.

Criteria for Evaluating Computer Software

Content

Accuracy:

- Error-free information
- Current information
- Objective, balanced presentation of information
- Bias-free viewpoints and images
- Balanced representations of cultural, ethnic, and racial groups
- Correct use of grammar, spelling, and sentence structure

Appropriateness:

- Concepts and vocabulary relevant to students' abilities
- Information relevant to North Carolina K-12 curriculum
- Interaction compatible with the physical and intellectual maturity of intended audience

Scope:

- Information of sufficient scope to adequately cover the topic for the intended audience
- Logical progression of topics
- Variety of activities, with options for increasing complexity

Technical Aspects

Navigation:

- Rapid retrieval of information and screen transitions
- Intuitive icons, menus, and directional symbols that foster independent use
- Controllable pace, including options for stop/pause/exit
- Controllable sound

Save/Record-Keeping Features:

- Options for printing/downloading text
- Save option for games or activities in progress
- Note-taking feature, when appropriate
- Record-keeping feature to monitor student progress

Presentation:

- Information presented in a manner to stimulate imagination and curiosity
- Activities that provide opportunities for creative problem solving
- Use of appropriate and supportive feedback
- Options for help, tutorial segments
- Uncluttered screen displays
- Captions, labels, or legends for visuals
- Legible text and print size that are appropriate for the intended audience

Quality:

- Visuals relevant to the content
- Sound that is clearly understandable and consistent in quality and volume
- Sound and music that are relevant to screen display

Documentation

Technical Information:

- Descriptions of specific hardware requirements for operating the application
- Instructions for installation and operation
- Toll free technical support telephone number

Teacher's Guide:

- Description of target audience
- Summary of the contents of the application
- Instructional and/or behavioral objectives
- Suggestions for classroom use, lesson plans, related activities
- Ancillary materials for student use, such as camera-ready worksheets and activity pages

Reasonable price in comparison to similar items.

Criteria for Evaluating CD-ROM

Content

Accuracy:

- Error-free information
- Current information
- Objective, balanced presentation of information
- Bias-free viewpoints and images
- Balanced representations of cultural, ethnic, and racial groups
- Correct use of grammar, spelling, and sentence structure

Appropriateness:

- Concepts and vocabulary relevant to students' abilities
- Information relevant to North Carolina K-12 curriculum
- Interaction compatible with the physical and intellectual maturity of intended audience

Scope:

- Information of sufficient scope to adequately cover the topic for the intended audience
- Logical progression of topics
- Variety of activities, with options for increasing complexity

Technical Aspects

Navigation:

- Rapid retrieval of information and screen transitions
- Intuitive icons, menus, and directional symbols that foster independent use
- Controllable pace, including options for stop/pause/exit
- Controllable sound and narration that can be turned off separately
- Search paths for return to previous screens viewed
- Easy access to cross references, additional information
- Two levels of searching (including Boolean strategy), when appropriate
- Bookmark and highlighting features, when appropriate

Save/Record-Keeping Features:

- Logical options for printing/downloading all or selected text, and graphics
- Save feature for search results, when appropriate

- Save option for games or activities in progress
- Note-taking feature, when appropriate
- Record-keeping feature to monitor student progress

Presentation:

- Information presented through text, motion, still images (slides, diagrams, paintings, sound, etc.)
- Information presented in a manner to stimulate imagination and curiosity
- Activities that provide opportunities for creative problem solving
- Use of appropriate and supportive feedback
- Options for help, tutorial segments
- Uncluttered screen displays
- Captions, labels, or legends for visuals
- Legible text and print size that are appropriate for the intended audience

Quality:

- High quality visuals relevant to the content
- High quality audio and video consistent with state-of-the-art reproduction capabilities
- Sound that is clearly understandable and consistent in quality and volume
- Sound and music that are relevant to screen display

Documentation

Technical Information:

- Descriptions of specific hardware requirements for operating the application
- Instructions for installation and operation
- Instructions for search and help features
- Toll free technical support telephone number

Teacher's Guide:

- Description of target audience
- Summary of the contents of the application
- Instructional and/or behavioral objectives
- Suggestions for classroom use, lesson plans, related activities
- Ancillary materials for student use, such as camera-ready worksheets and activity pages

Reasonable price in comparison to similar items.

Criteria for Evaluating Web Sites

Content

Accuracy:

- Error-free information
- Current information
- Update frequently
- Recent "last" update
- Objective, balanced presentation of information
- Bias-free viewpoints and images
- Correct use of grammar, spelling, and sentence structure
- Primary outlink (link that takes you to additional site) content is relevant, authentic, and appropriate
- Authority
- Expertise/reputation of author/designer
- Contact information for author/designer
- Expertise/reputation of host site

Appropriateness:

- Concepts and vocabulary relevant to students' abilities
- Information relevant to North Carolina K-12 curriculum
- Interaction compatible with the physical and intellectual maturity of intended audience

Scope:

- Information of sufficient scope to adequately cover the topic for the intended audience
- Logical progression of topics with original site (site being evaluated) and primary links
- Information offered not easily available in other sources

Technical Aspects

Navigation:

- Ready access to site; site not overloaded
- Images load within reasonable timeframe
- Intuitive icons, menus, and directional symbols that foster independent use
- Inlinks (links that take you to locations within the original site) that allow easy navigation throughout the site

- Standard multimedia formats
- Logical options for printing/downloading all or selected text and graphics

Presentation:

- Captions, labels, or legends for all visuals
- Legible text and print size that are appropriate for the intended audience
- Graphics and art functional, not merely decorative
- Information presented through text, motion, still images and sound
- Information presented in a manner to stimulate imagination and curiosity
- Product advertising not intrusive

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Section III:

Sample Lessons

A. Traditional Technologies

B. Tool Software

C. Telecommunication

D. Multimedia Software

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Sample Lessons

The sample lessons included in this document have been submitted by NC Foreign Language teachers. They illustrate how teachers in North Carolina and elsewhere are dealing with the issues of integration, availability, time management, and space in regard to technology. The lessons demonstrate the educators' willingness to redefine their own role in the classroom and to stretch themselves and their students in order to provide a more effective learning experience for all. Moreover, these lessons exemplify the use of technology as a tool to support instructional objectives.

Organization of Lessons

The lessons are organized according to the following categories:

- Traditional Technologies
  - Films and Videotapes
  - Audiocassettes

- Tool Software
  - Word Processing
  - Desktop Publishing
  - Databases
  - Spreadsheets

- Telecommunication
  - WWW
  - E-Mail

- Multimedia
  - CD-ROMs
  - *HyperStudio*
  - *PowerPoint*

Within each of the above categories, the lessons are arranged according to the following languages:

- All languages
- French
- German
- Latin
- Spanish

Language Specific Lessons

While language-specific lessons are especially useful to teachers of that language, they should not be overlooked by teachers of other languages who will be able to adapt them to their own language. The same recommendation is applicable to the different language levels. Many of the submitted sample lessons can be modified for use with students at different levels of language development.

Lessons with Specific Software

Several of the submitted lessons specify the use of special software; however, it is important to note that the same lesson goal can often be achieved by substituting the mentioned software with a comparable software program which may already be available at the school level.

How to Use These Lessons

Teachers should be mindful of their program goals and should incorporate and modify the suggested lessons only as they fit with the overall plan and the specific objectives of their program. The lessons will not be effective if they are taken out of context and used in isolation as filler activities. They are part of a bigger context, and when used with this intent, they bring relevance to language learning.

A. Traditional Technologies

- Films/Videotapes Sample Lessons
- Audiocassettes Sample Lessons

Traditional Technologies: Films, Videos Audiocassettes, and Multimedia Labs

I. Using Commercial Films and Videos

Benefits

Much has been written about the benefits of incorporating films and videos in the foreign language class. Both offer a powerful teaching and learning tool, provide a culturally appropriate and contextual background for language learning, and connect students with the most influential means of communication today: TV and movies. With both videos and films, the students' level of comprehension is facilitated by the contextual and linguistic clues provided by the visual image. Students rely on sights and sounds as they make sense of the message.

Besides the obvious language benefits, the students are exposed to visual images where the characters live, feel, and react according to special situations (Arey, 1993) and where language and culture are intrinsically intertwined and used for a purpose.

Concerns

However, "one of the criticisms of the use of video in the classroom is that it is a one-way medium and by itself is not interactive. This inherent nature of electronic media... presents a challenge for the instructor to make the video/TV interactive and to elicit input from the students" (Manning, p. 456).

Another area of concern involves the complexity of the language. The authentic language can be frustrating to beginning and intermediate students who lack the linguistic skills to comprehend it and who feel that the native language is often complex, lengthy, and inaccessible. These learners need help to comprehend the text. To assist them in this endeavor, teachers can design for individual and group work appropriate tasks which are carefully structured to make the language manageable and accessible. A clearly designed task helps students focus on the type of information they are to extract from the film and/or video clip. Each task is organized around a three-step process:

1) pre-viewing
2) during viewing
3) post viewing

(For additional strategies refer to the section on "Accessing Authentic Oral and Written Texts.")

Suggested Length

Films and videos can last an average of 1-2 hours and are not easily adaptable to the schedules in individual schools. For this reason, teachers may want to limit the length of the sequence to be shown and may plan their viewing activities around specific parts or sections of the films and/or videos which reinforce, illustrate, and enrich a targeted concept. This set-up maximizes the benefits of using films and videos with beginning and intermediate students. Some educators have suggested limiting the length of movies and/or video clips to no longer than 10-15 min. showing parts again and again and pausing on a particular scene to allow for discussion and/or explanation.

* *NOTE* Color television broadcasting signals around the world differ considerably and are not compatible. There are three major standards for TV signals used in most of the world:

1. NTSC used in the USA and in 19 other countries
2. PAL used in West Germany and in 48 other countries
3. SECAM used in France and in 26 other countries

Thus an American NTSC TV will not be usable in other countries to receive PAL or SECAM signals or to play PAL or SECAM prerecorded tapes and vice versa, nor are PAL and SECAM interchangeable. There are several options for solving this dilemma.

1. A cassette can be changed from one system to the other by professionals with the proper equipment. To do so, contact: Media Consultant (919) 851-0123 or North Central High School 1801 East 86th Street Indianapolis, IN 46240 (317) 259-5301. Include $10 plus $3 shipping/handling (uninsured US mail) or an additional $5 if school supplies the blank tape. Include the country in which the videotape was made and the country in which you want to view the copy. In addition, many local photo shops offer this service.

2. Another option is to purchase a VCR which can accommodate PAL, SECAM, NTSC and their substandards. Such multi-standard VCRs are expensive but are worth the investment if a teacher has access to many foreign-produced tapes using another system and still wants to playback tapes from this country. Multi-standard system (player and monitor) vary from $900.00 to $2,400.00 and can be purchased from Cartridge King Co. 825 West End Avenue New York, NY 10025. (212) 749-0961.

II. Videotaping Students' Activities

Benefits

While the use of commercial or cable programming is important in a technology-oriented classroom, the use of a VCR and camcorder combination should not be overlooked. Both afford teachers and students alike the ability to become active participants by creating for themselves instead of reacting to something created by someone else, and consequently their inclusion in the program generates student motivation and creativity.

Examples There is a multitude of ways to include VCR and camcorder in the foreign language class. Some examples include:

- Recording roleplays, skits, projects, presentations, stories
- Sharing some classroom activities with parents during PTA/PTO nights
- Sending students out to tape a 5 min. segment of a special location (home, room, school, park, etc.) or event (lunch, wedding, athletic event) to be used for vocabulary expansion and personalization (Pelletier, p. 228)
- Exchanging information with penpals in other cultures
- Tracking students' progress.

III. Using Commercial or Pre-recorded Audiocassettes

Benefits The more traditional audiocassettes are another excellent source of input for the foreign language class. Audiocassettes, either commercial or pre-recorded, present the learner with a variety of voices, accents, intonation patterns, and rates of speech duplicating those encountered in real life.

Limitations What the audiocassette does not do is to engage the listener in interactive speech. The listener's only control of what he/ she hears is to stop, replay, or pause on segments which were not understood. He/she cannot interject, ask for clarifications, nor rely on other contextual clues so obvious in face-to-face communication and to some extent in videocassettes.

For this reason, when using audiocassettes, it is important to select tasks carefully which correspond to the level of language of the learners. A beginner may be asked to listen to a weather forecast and to pick out the high temperature for the day in several given cities. A more advanced student, might be asked to listen to the same weather forecast and to summarize what the speaker has announced. Thus, the same recorded text can be used in a variety of ways at different levels of instruction.

Pre-Recording Teachers may consider pre-recording some activities. For example, visiting natives could be asked to record a series of short reports and messages such as those on an answering machine. Others may be asked to leave messages on the machine. Segments of broadcasts, could be recorded on separate tapes to create information-gap activities (Joiner, p. 91).

IV. Recording Students on Audiocassettes

Benefits As with the videotaping of student activities, there are many benefits to recording students' language on audiocassettes.

- They can be used in an exchange program with students in another school or another country. This is especially useful, if students are unable to exchange videocassettes due to system incompatibility.
- Audiocassettes can be employed to chart a student's progress over the course of the year and be included in a portfolio. Some teachers assign each student a cassette at the beginning of the year, and over a period of several months, ask students to record a variety of assignments.
- Short audios can also be included in multimedia presentations (e.g., *HyperStudio*).

V. Multimedia Labs

Changes

Over the years, language labs have evolved from "tireless taskmasters" where rote repetitions, fill-in exercises, and unmotivating activities took place to learning environments where students access live or recorded satellite programs, communicate through e-mail or by using interactive videoconferencing with *CU SeeMe*, compare their voices to those of native speakers, work alone, in groups and pairs while at their workstations, access the Internet, CD-ROMs, and multimedia programs. Even the term "language lab" has become obsolete and has been replaced by "multimedia lab" to reflect the various activities taking place there.

Multimedia Labs

In more recent years, there has been a large increase in the number of multimedia labs to be found in North Carolina's schools. (See list of multimedia lab providers in the Appendix.) Multimedia labs, typically, have multiple program sources such as cassette, video, CD-ROM, microphone, satellite, disc-player, etc.

Benefits

The notion that labs and technology promote language development and cultural understanding is one which is widely accepted by the profession today even though their implementation in the program is lagging. In a multimedia lab, students can access authentic, up-to-date materials which provide them with a sense of cultural awareness and which can engage them in relevant communications.

Furthermore, labs can be especially helpful in dealing with assessment. Teachers can have instant access to students' answers, and students can monitor their progress through self-assessment by comparing their own voice with original speech, detecting and correcting their own mistakes.

Role of Labs

Multimedia labs offer many benefits to teachers and students alike; however, prior to investing in costly equipment, teachers have to be clear on the role of the lab in their language program. Sharon Scinicariello (p. 196) suggests asking the following questions:

- How is technology going to be incorporated in the curriculum?
- Will students be expected to work alone or in groups/pairs?
- Is there a need for more computer or video capabilities?
- Will students use the lab mainly in class or will they access it after class?
- What are the benefits of a lab for students?
- What are my expectations in terms of language functions?

The answers to these questions will help guide teachers in making the best decisions for purchasing equipment.

Cost

The high cost of multimedia labs should not be a deterrent to teachers wanting to involve their students in recording, listening, reading, and writing activities. Multimedia labs are versatile and can be expanded with various optional equipment over time. Some companies offer mobile learning labs which can transform any room into a wireless laboratory in a matter of minutes.

Role of Teachers

Multimedia labs and their technology are not the answers to all the problems facing foreign language education; however, they are a tool which can be used to enhance and facilitate foreign language learning and teaching. As with any other materials, their most effective use in an educational setting is in addressing the needs of the programs and of the individual students. Multimedia labs allow teachers to move into the role of facilitators who can provide guidance and strategies, and who can structure activities to match program goals and students' language abilities.

Monitoring Students

Several teachers have expressed concerns about managing students in the multimedia lab. Because lab equipment is costly, it is imperative to prevent any kind of physical damage to the machinery. In an on-line communication, Jeena Huntzinger suggests the following for controlling and monitoring what the students are doing at the computers and cassette decks.

> *We have a sign-up calendar for our eight foreign language teachers. When the class (averaging 15-25 fortunately) enters the lab, students must have only a pencil (no pens) and their lab materials (worksheets, cassette, diskette, paper). Any CD-ROM programs are checked out at the beginning of the lab session and then returned before leaving. All students fill in a form with a checklist of possible problems at their station: missing mouse, pen marks, etc. These forms are filled immediately by the teacher in charge in a period/day/week file folder in the lab. That way, if any teacher notices a problem, it is immediately apparent upon checking the folder what student was last at the particular station and whose student it was. A RPC (require parent conference) is issued for any damage done by a student. All lab privileges are suspended. We have not had many problems in that regard.*

Jeena Huntzinger. {lajaca@worldnet.att.net}. "Foreign Language Laboratories." In FLTEACH {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU}. April 8, 1998.

A. Traditional Technologies

Films/Videotapes Sample Lessons

- How to View a Videotape
- Videotaping your Surroundings
- Who, What, With Whom, Why, Where, When?
- Film Viewing and Writing Activity
- You're on the Air!
- Buyer Beware!
- What in the World?
- Once Upon a Time...
- Meet the Author
- Illustrating a Grammar Point
- Mythology at the Movies: Caveat Spectator
- Ben Hur Cinquain

Audiocassettes Sample

How to View a Videotape

Carol Feige *Videos*

Classroom Information:

Language: All *Language Level*: All
Time Needed: 1 hour *Grade Level*: All

Software: Commercial or pre-recorded videocassette focusing on one country

Hardware: VCR, television

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Write familiar words and phrases associated with visuals, props, or familiar context.

Procedures:

Here is a "generic" idea for the teaching of culture and for use with any video. I got the information from a SPICE summer workshop where the focus was on communication and culture. Basically, this is a note-taking method to get the students thinking about the culture presented in whatever video they are viewing. I have used this organizer sheet along with a travel video or a taped show such as ones from the *Travelers*. It is an especially good lesson to use when you have a substitute for a day.

- Step One
  Prepare a note-taking sheet for the students. The title reads: Information about (name the country). Divide the paper into a series of seven columns with lines separating each column. Write a column heading for each one (geography, history, politics, economy, society, esthetics, values and beliefs). Repeat these headings on the back of the page.

- Step Two
  Give the sheet to the students, explain what the categories mean, and have them write down what they currently know about the country.

- Step Three
  Have a brief discussion with the class about what they already know and how they categorized the information. Make sure students have concrete examples for each category.

All French German Latin Spanish

- Step Four
  Show the video. Students take notes during the viewing. They write what they hear and what they observe about the country in the appropriate columns.

At this point you can do several things:

1. Have the class discuss the video, compare what they thought they knew about the country with what they have learned, and do additional study on the country.

2. Plan a group activity where students form groups of three or four students. A recorder fills in a new form based on each person's notes and the group gets a group grade.

These notes can form the basis for a short report to be written out by the students or by the group.

Lesson by Carol Feige. {mhsfl@batnet.com} "Need activity ideas for "The Mission."
In FL TEACH. {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU}. April 29, 1997.

Possibilities for Extension Activities:

Instead of writing a report, students prepare a *HyperStudio* presentation based on the notes they have taken during the video.

Interdisciplinary Connections:

English Language Arts
Information Skills
Social Studies

Brief Description of Classroom Setting:

Not available

VIDEOTAPING YOUR SURROUNDINGS

Raymond Pelletier *Videos*

Classroom Information:

Language: All
Time Needed: 20 min. per presentation
Language Level: Levels I-II
Grade Level: Grades 6-12

Software: None

Hardware: None

Other Equipment: Camcorder, videocassettes, TV, VCR

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Write familiar words, phrases, and sentences in context.

Procedures:

After an introduction of words related to their immediate environment and daily activities, students are asked to videotape a brief (5 min.) segment of a location (school, bedroom, house, park, street) or event (lunch, wedding, athletic event). They are told not to say anything while the taping is taking place. After completing the taping, they are to prepare a brief narration of their video segment and present both to the class.

After seeing the video and hearing the narration, class asks questions and discusses what has been shown.

Lesson by Raymond Pelletier. "Prompting Spontaneity by Means of the Video Camera in the Beginning Foreign Language Class." *Foreign Language Annals*, 22, No. 3, 1990.

Possibilities for Extension Activities:

Students are asked to summarize in their own words what they have seen and heard using notes they had taken during the presentation.

Interdisciplinary Connections:

English Language Arts
Journalism

Brief Description of Classroom Setting:

To complete this assignment, students may have to use private camcorders to record scenes outside of school. Those students who do not have access to camcorders can use the school equipment and be assigned a location at school (e.g., lunchtime in the cafeteria, a game after school, etc.).

WHO, WHAT, WITH WHOM, WHY, WHERE, WHEN?

Raymond Pelletier *Videos*

Classroom Information:

Language: All
Time Needed: One class (50 min.)
Language Level: Level I and II
Grade Level: Grades 6-12

Software: None

Hardware: None

Other Equipment: Camcorder, videocassettes, TV, VCR

All French German Latin Spanish

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Ask and answer questions using learned material orally and in writing.

Procedures:

The goal of this activity is to review and illustrate, within the context of a free-standing activity, the use of interrogative pronouns and phrases. The class is set up for a press conference with the camera positioned so that both the questioners and the respondent(s) can be recorded. The activity is conducted with one student chosen to be the subject of the press conference. The identity of the person to be interviewed can be negotiated with the students who may be asked to play themselves or national, local, or foreign celebrities. The other students in the class represent the press. Another option is to invite a native speaker of the foreign language to be interviewed by the students who play the role of reporters.

Each member of the press corps then receives an index card on which an interrogative word such as *Who, What, With Whom, Why, When, Where* is marked, and each is told to prepare a question that would address the category of information indicated.

The news conference opens with an introductory statement by the interviewee, after which members of the press are invited to the microphone to ask their questions. Students who want to ask additional questions may do so after each student has had a turn at the microphone.

The press conference generally takes no more than twenty minutes to set up and record, leaving the balance of the class session for review and discussion.

The use of the camcorder adds a dimension to the activity that allows for either a broad or narrow follow-up discussion that can be conducted as a group or individual activity. Teaching segments can focus on content or clarity of the question or response, on the clarification of language usage, or on presenting and reviewing vocabulary, depending on the needs of the class or the individual. The recording provides an opportunity for immediate feedback.

Lesson by Raymond Pelletier. "Prompting Spontaneity by Means of the Video Camera in the Beginning Foreign Language Class." *Foreign Language Annals*, 22, No. 3, 1990

Possibilities for Extension Activities:

- Students summarize the interview in writing. (They could use notes taken during the interview.)
- This tape can be used to show off the program to other audiences (PTAs, parents, administrators, etc.)

Interdisciplinary Connections:

English Language Arts
Journalism

Brief Description of Classroom Setting:

The class is set up for a press conference with the camera positioned so that both the questioners and the respondent(s) can be recorded.

FILM VIEWING AND WRITING ACTIVITY

Michelle Martin *Videos*

Classroom Information:

Language: All
Time Needed: One class period
Language Level: Levels I and up
Grade Level: Grades 9-12

Software: None

Hardware: None

Other Equipment: Videocassette, TV, VCR

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Communicate present and past information by recombining basic vocabulary and structures orally and in writing.
- Compose paragraphs related to personal experience.

Procedures:

Instead of having students respond to content-based questions during/after having viewed a film, have them take notes during the film. When done, have the students write some sort of letter to a character in the film discussing a certain topic covered. For example, after having viewed a video on Versailles, I told my students, "You have just spent a week at the chateau courtesy of Louis XIV. Write to him thanking him for the hospitality. Remember to thank him for the activities, food, etc. and be specific so he knows what you are talking about." My students let their imaginations go! My students enjoyed this activity much better than answering factual questions about the film and in addition, it allowed them to concentrate on writing which is one of our district focuses.

From: mamartin. {mamartin@gateway.net}. "Film Viewing/Writing Activity." In FLTEACH {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU} April 18, 1998.

Teacher may need to introduce the necessary expressions to be used in the correspondence following the viewing of the film.

Possibilities for Extension Activities:

- Based on the movie they have seen, students identify one topic they would like to know more about and research it using a variety of means, e.g., encyclopedias, the Internet.

- Using the newly learned expressions for letter writing, students contact the embassy of the target country to request information about a specific topic of interest to them.

Interdisciplinary Connections:

English Language Arts

YOU'RE ON THE AIR!

Videos

Classroom Information:

Language: All
Time Needed: 2 weeks
Language Level: Level II and up
Grade Level: Grades 9-12

Software: Videocassettes

Hardware: Camcorder, TV, VCR

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Give oral and written presentations about people, places, things, and events using simple sentences and paragraphs.

Procedures:

Note: This activity follows an introduction to televised news media. Students have had the opportunity to look at several news programs from a variety of sources. They have discussed the kinds of information one would find in such broadcasts. This project is an-end-of the year project which gives students the opportunity to use a variety of language (both vocabulary and structures) in a real life setting.

Class is divided in groups of 4-5 students. Each group is responsible for presenting a 10 minute-news broadcast including the following: name of station, motto, emblem, music, world news, local and regional news, commercial breaks, weather, and sports. Students and teacher devise a rubric which will be used to guide their work and to assess their final product.

Day 1-5

In groups students decide on their format and choose roles and assignments. They begin their assignment alone or with the group. They resort to peer editing to guarantee the comprehensibility of their text. Finally, they turn in the group script to the teacher for final editing purpose.

Corrected scripts are returned to students and they are given 1 week to record their programs. Some groups prefer recording at home with their own equipment while others need to have access to school equipment. Class time (one class period) can be devoted to that or students can come before/after school.

Day 6-10
During the week, students extend their study to other media including paper media and electronic media.

Videos are turned in to teacher and viewed by the class. Students rate the group presentations according to the criteria listed in the following group presentation rubric.

Extension Activities:

- Students are encouraged to visit a radio or TV station and interview someone to find out how the shows are done. They report their findings to the class orally or in writing.
- Students can view pre-recorded sections of CNN and/or other broadcasts from the target language. They can compare and contrast using a graphic organizer, and/or they can complete a database or spreadsheet with the information they have collected.

Interdisciplinary Connections:

English Language Arts
Social Studies

Brief description of classroom setting:

No special accommodations are needed for this activity. Recording of the individual programs can be done in class or outside of school since many students have ready access to videotaping equipment.

YOU'RE ON THE AIR!

continued... *Videos*

GROUP PRESENTATION RUBRIC

CRITERIA	1	2	3	4
Comprehensibility	barely understandable	some parts of the message are understood	most of the message is understood	clearly understandable
Fluency	halting and fragementary delivery with many unnatural pauses	several unnatural pauses	few unnatural pauses	smooth delivery
Creativity	only basic information with no originality	basic information with some original thought	several creative elements	very imaginative
Preparation	needs more time to prepare	some parts are smooth and others not ready	well-prepared with minor delays	well-organized with props and presentation ready
Completeness	several of the components are missing	one of the components is missing	all the components addressed; some minimally	all the components fully addressed

BUYER BEWARE!

Videos

Classroom Information:

Language: All
Time Needed: One week
Language Level: Levels I and up
Grade Level: Grades 6-12

Software: None

Hardware: Camcorder (with tripod if available), VCR, television

Other Equipment: Spanish/French/German commercial videos (e.g., those available from Teacher's Discovery) or other sources of recorded materials, blank videocassettes (1 per group).

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Identify main idea(s) and some details from simple oral and written passages about familiar topics.
- Make inferences and draw conclusions from simple oral and/or written passages about familiar topics.
- Give oral and written presentations about people, places, things, and events using simple sentences and paragraphs.

Procedures:

- Teacher introduces the topic of advertising and with the class brainstorms and discusses the different techniques used by advertisers to sell their products.
- Students read, listen, and view several advertisements and determine the technique used in advertising (bandwagon, testimonial, sex appeal) according to the following chart.

	Bandwagon	Testimonial	Sex Appeal
Advertisement #1			
Advertisement #2			
Advertisement #3			
Advertisement #4			
Advertisement #5			

BUYER BEWARE!

continued... *Videos*

- Students discuss and justify their answers.
- In groups, students create an advertisement for a real or imaginary product using one of the specific techniques discussed. (Prior to this step, the teacher may want to brainstorm with the students vocabulary, expressions, and grammatical structures which are typically found in advertisements and may incorporate a mini-lesson on the imperative).
- Students (or teacher) videotape each group's presentation.
- Students view the video and identify the techniques which were useful in advertising the products.
- After each presentation, everyone, including the group which made the presentation, evaluate the commercials using a rubric with student-developed criteria (see sample rubric on the following page). This rubric should be given to the students at the onset of the project to guide them as they work on their projects.
- Videos are used during open house to illustrate to parents what students can do with the language. Videos are also used during Foreign Language Week to be aired on school TV in the morning and to be used with classes in feeder schools as a means of generating interest in the foreign language.

Lesson from *NC Information Skills Curriculum (*1992) p. 71.

Possibilities for Extension Activities:

- Students compare and contrast advertisements from different cultures.
- Students look for evidence of cultural bias and report on their findings.

Interdisciplinary Connections:

English Language Arts
Information Skills
Social Studies

Presentation Rubric for Commercial Project

Criteria	1	2	3	4
Voice/Volume Elocution	Student mumbles or speaks too quietly.	Student's voice is low and may be difficult to hear at times.	Student's voice is clear and presentation can be heard.	Student uses a clear voice and enunciates clearly.
Creativity, Props, and/or Costumes	Only basic information with no originality. No props nor costumes.	Basic information with some original thought Props and/or costumes not relevant to the task.	Several creative elements. Props and/or costumes could have been used more effectively.	Very imaginative. Creative use of props and/or costumes.
Quality of Recording	Image out of focus or not on the subject.	Image rarely focused and out of pace with the subject.	Image focused most of the time and following the subject.	Image clearly focused and following the subject.
Comprehensibility	Message barely comprehensible.	Message communicated with difficulty.	Message almost entirely comprehensible.	Message easily comprehensible.
Content	Communicates very little relevant information.	Communicates some relevant information.	Most of the information communicated is relevant.	All information communicated is relevant.

WHAT IN THE WORLD?

Videos

Classroom Information:

Language: All
Time Needed: 3-5 days

Language Level: Level I and up
Grade Level: Grades 6-12

Software: A document educational film/cassette, CD-ROMS on the targeted country, PowerPoint or HyperStudio if available

Hardware: Television, VCR, computer with Internet access

Other Equipment: Wall chart

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Identify main idea(s) and some details from simple oral and written passages about familiar topics.
- Give oral and written presentations about people, places, things, and events using simple sentences and paragraphs.
- Identify major geographical features, cities, and regions of the target countries where the language is spoken and their show their relationship to the culture.

Procedures:

As an introduction to the study of a country:

- Students view a documentary or educational film about the area of study.
- Students individually record the information in categories (people, landforms, customs, products, or any category which fit the film or document students are viewing).
- Students compile their findings on a wall chart as a class activity.
- Students, in groups, look for additional information about one of the categories they have selected. Students can access CD-ROMs, encyclopedias, the Internet, and print, etc. as available.
- Students add the information they have gathered to the wall chart.
- Students prepare a brochure about the country focusing on the category they have researched. (When available, students can use *HyperStudio* or *PowerPoint* for their brochure.)

WHAT IN THE WORLD?

continued... *Videos*

- Students present the information to the class.

Lesson adapted from NC Information Skills Curriculum (1992) p. 66.

Possibilities for Extension Activities:

With additional equipment, students can present the information as a travelog, as a *HyperStudio* stack, as a multimedia presentation or as a combination of these.

Interdisciplinary Connections:

Computer/Technology Skills
English Language Arts
Information Skills
Social Studies

ONCE UPON A TIME

Videos

Classroom Information:

Language: All
Time Needed:
Language Level: Levels I-II
Grade Level: Grades 6-12

Software: None

Hardware: VCR, television, camcorder

Other Equipment: Blank videocassettes

All | French | German | Latin | Spanish

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Tell or retell a story orally and in writing.
- Dramatize songs, short plays and skits, or poetry on familiar topics.
- Perform and/or participate in a school or community celebration or competition.

Procedures:

At the conclusion of a unit on folk tales, students choose a favorite folk tale and/or story and are recorded on video or audio cassette reading or storytelling in the target language. (Advanced students can write their own folk tales, present them as a skit, and record them for other classes.)

Audio cassettes are played and videos are shown to the class which rates each individual according to a student-developed rubric.

Videos and cassettes can be shared with younger students and/or with other classes in the school. They can be left with the book in a reading or viewing center to be used by the younger children.

Possibilities for Extension Activities:

- Students change the endings to their folk tales (*making sure not to infringe on copyrights).
- Programs such as *Imagination Express* can be used by students to create their own dialogues.

Interdisciplinary Connections:

English Language Arts

MEET THE AUTHOR

Videos

Classroom Information:

Language: All
Time Needed:

Language Level: Level III and up
Grade Level: Grades 9-12

Software:None

Hardware: Camcorder, VCR, television

Other Equipment: Blank videocassettes

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Read and interpret authentic materials (e.g., selected short stories poetry and other literary works, articles, personal correspondence, and simple technical material).
- Ask and answer open-ended questions that are beyond immediate needs orally and in writing.
- Demonstrate understanding of oral and written questions relating to familiar and less familiar topics.

Procedures:

Pair of students select and read a book or a short story.

Each pair produces a video '"Book talk" as a post reading activity in which the author is questioned by a show host.

Interviews are shown to the rest of the class which rates the interviews according to a student-developed rubric.

Possibilities of Extension Activities:

- Students can create a *HyperStudio* stack to do the book talk.
- Students can communicate via the Internet with foreign authors.

Interdisciplinary Connections:

English Language Arts

All

ILLUSTRATING A GRAMMAR POINT

Raymond Pelletier *Videos*

Classroom Information:

Language: French
Time Needed: One class (50 min.)
Language Level: Level II, III
Grade Level: Grades 9-12

Software: None

Hardware: None

Other Equipment: Camcorder, videocassettes, TV, VCR

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Interact using original thoughts orally and in writing by employing increasingly complex structures and expanded vocabulary in present, past, and future times.
- Ask and answer open-ended questions that are beyond immediate needs orally and in writing.

Procedures:

The sole purpose of this activity is to teach a grammar point: the use of the French imperfect verb tense to describe a past action in progress when another action happened (for which the simple past is used) or as another action was happening (for which the imperfect is used). A student or lab technician stands behind the camera off to the front and side of the classroom and records the first ten minutes of the class.

The first requirement for the success of the activity is that the instructor provide general guidelines to the individual who is operating the video camera. Prior to the start of the activity, this person is alerted to certain probable events that will require either wide shots of the class or close-ups of individual students. For the balance of the taping session, the technician is asked to alternately zoom in on students or pan the class.

The instructor's other major responsibility is to plan for "spontaneous events" to occur during the taping session. These can be either very simple or quite elaborate. Dropping a pencil, bumping into a student's chair, looking out the window, writing on the blackboard, or borrowing someone's pen would do quite nicely. Planning for an action that makes a discernibly loud noise can be useful, since the camera need not be trained on the instructor to generate an additional example.

At the end of ten minutes, which the instructor may have used to review or even introduce the verb forms, the video is ready for use. The procedure for working with the video can take place in two stages. During the first stage, teachers base their questions on the "spontaneous events" that they know are on tape; these merely have to be located in order to take advantage of the variety of actions captured on tape. Thus, as a point of departure, answers to questions such as the following will be part of the visual record because the instructor planned for them to occur: "What were you doing when I walked by your chair?" "What was John doing when I asked him a question?" or "What were you doing while I was writing at the blackboard?" " What was Mary doing while I was looking out the window?"

During the second phase, the focus changes to a new set of questions as provided by the "real spontaneous actions" of the students captured by the camera operator. These actions can be noted by the instructor as the videotape is being shown for the first time and while the prepared questions above are being asked. The following are examples of questions generated by student activity: "What were you doing when John turned to talk to you?" "What was Mary doing when John finally arrived?" or "What were you doing when Mary looked through her bag?" etc.

The strength of this technique is that is provides a context that is real, concrete, and natural. More importantly, there is a visual stimulus available that allows for immediate recall of an event or action without having to activate either long-or short-term memory.

Lesson by Raymond Pelletier. "Prompting Spontaneity by Means of the Video Camera in the Beginning Foreign Language Class." *Foreign Language Annals*, 22, No. 3, 1990.

MYTHOLOGY AT THE MOVIES: CAVEAT SPECTATOR

Chalice Yehling, Southern High School, Durham Schools *Videos*

Classroom Information:

Language: Latin
Language Level: Level I
Time Needed: 3 hours
Grade Level: Grades 9-12

Software: Netscape 3.0 (java-enabled), video cassette copy of Clash of the Titans

Hardware: Network Internet access (tcpip), VCR, and television

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Latin Curriculum:

- Identify the principal Greek/Roman deities and mythological heroes and the stories associated with them.

Procedures:

Day 1:

Teacher prep:

1. Go to http://www.academyonline.com/academy/athens/latin/titan.htm peruse the materials and copy the quiz.

2. Show *Clash of the Titans*, set up VCR and television.

3. Revisit the phrases *caveat emptor, cave canem, caveat lector* for introduction to students of the phrase *caveat spectator* (let the viewer beware).

Class activity:

1. Discuss terms: caveat spectator and how movies often take license in their portrayal of the facts.

2. Students view the film collecting information on characters, action, sequence of events for subsequent comparison with the actual myth.

Day 2:

Teacher prep:

1. Set up film where left off.

2. Copy and pass out copies of the quiz (or if possible provide several workstations open to the web site above).

3. Prepare one of the following:
   a. Lecture notes on the actual myth of Perseus
   b. Provide materials for students to research this myth

Class activity:

1. Finish viewing the film.

2. Collect accurate information on myth of Perseus through teacher, materials, or web.

3. Complete quiz on the correct version of the myth.

Possibilities for Extension Activities:

- Class can create and act out a more accurate version of the myth.
- Graphic representations of some aspect of the myth such as posters, masks, models
- Class can write dramatic sidebars for newspaper at: http://panesu.esu14.k12.ne.us/~matthew/myth/Mediterranean.html
- In groups, students can create *Hyperstudio* or multimedia stacks exploring deities, myths, heroes, comparing them and/or exploring such questions

Interdisciplinary Connections:

English Language Arts
Social Studies

BEN HUR CINQUAIN

Mary C. Moshos, South Mecklenburg High School, Charlotte/Mecklenburg Schools *Videos*

Classroom Information:

Language: Latin
Language Level: Latin II
Time Needed: One class period
Grade Level: Grades 9-12

Software: None

Hardware: None

Other Equipment: Video of *Ben Hur*, VCR, television

Specific Objective(s) of the Lesson from the NC Latin Curriculum:

- Write simple phrases and sentences in Latin

Procedures:

Objective of Scenario: Write a cinquain (5 line descriptive poem) to describe a character from the movie *Ben Hur*.

Prior to the activity, the teacher will have shown the movie *Ben Hur* to students. This movie can be shown to students at different stages of the curriculum to accent the teaching of culture such as the Roman occupation of Jerusalem or chariot races as a form of Roman entertainment. In addition, the writing activity can be used at any of the stages to teach varying levels of grammar.

After showing the movie, the teacher gives a brief lesson on how to write a cinquain poem and practices writing several sample poems with the students. For this activity, the cinquain poem follows the model of:

Noun
Adjective Adjective
Verb Verb Verb
Adjective Adjective
Noun

After viewing the movie, students are asked to choose a character from the film and to describe him by using a cinquain poem. Students write their cinquain using their dictionary, grammar text, etc. to ensure correct grammar usage. Their cinquain is then illustrated.

When the students have completed the cinquains, an anthology is compiled and published to be shared with parents, to display on school display case, and/or to use as an outreach tool into the community.

Reflections and Comments:

1) Context of the lesson: This lesson can be used to practice many different grammar points. For instance, in the adjective line, students can use present active participles, perfect passive participles, third declension adjectives, etc. In the verb portion of the cinquain, the students can use irregular verbs, action verbs, verbs of a particular tense, voice, or mood, depending on the grammar currently being taught in the classroom.

2) Appropriateness for students with learning disabilities: This activity can give students with learning disabilities an avenue to express themselves creatively either through the illustration of the cinquain or through the creation of the poetry. Also, the simple structure of the cinquain (1 noun, 2 adjectives, 3 verbs) is easy to follow.

3) Assessment: The teacher can assess the cinquain by looking at the grammatical agreement/correctness of the adjectives chosen, agreement with the noun, etc.

4) Mode of participation: students can work on their cinquain individually and can present them individually after viewing the movie as a group activity.

5) Materials needed: Dictionary (Latin to English, English to Latin), textbook, movie *Ben Hur*, a television and VCR, and sample cinquains to share with the class as examples.

Extension Activities:

Cinquain poems are typed using a word processing program, they are compiled into a class anthology and shared with students in another school.

Interdisciplinary Connections:

English Language Arts

A. Traditional Technologies

- Films/Videotapes Sample Lessons

- Audiocassettes Sample
  - Moving With the Animals
  - Cloze Activities
  - Telephone Messages

MOVING WITH THE ANIMALS

Audiocassettes

Classroom Information:

Language: All (especially French)
Time Needed: 20 minutes
Language Level: Beginning
Grade Level: Grades 2-4

Software: None

Hardware: Tape player

Other Equipment: Audiocassette of *Carnaval des Animaux* de Saint Saens

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Ask and answer questions using learned material orally and/or in writing.
- Name and describe orally people, places, and things using everyday words and phrases.

Procedures:

The purpose of this activity is to introduce ways of locomotion for certain animals. It involves a reintroduction of vocabulary words for selected animals.

- Teacher hangs a sheet and shines a light directly behind the sheet.
- With shadow hand movement behind the sheet, the teacher imitates the motion of certain animals and says, "The bird flies," "The rabbit hops," "The fish swims," etc.
- The teacher repeats the activity asking yes/no questions.
- Teacher asks for a student volunteer to do the hand movement and asks either/or questions.
- Activity is repeated with a student volunteer and with the teacher asking "What is .... doing?" and the class identifies the verb of locomotion.
- Students gather in a circle and are involved in a game of *Simon says* acting out the verbs of locomotion. This is first directed by the teacher and then by student volunteers.
- Teacher plays the cassette of *Carnaval des Animaux* by Saint Saens and asks students to move about as is suggested by the music.

*Note: This lesson is adapted from a lesson observed in Mary Alice Lodico's French class, Haywood County.

Possibilities for Extension Activities:

- Class makes a pattern book of animals and their ways of locomotion.
- Lesson can be followed by a study of animal habitats.

Interdisciplinary Connections:

Healthful Living
Science

CLOZE ACTIVITIES

Audiocassettes

Classroom Information:

Language: All
Time Needed: 20 minutes
Language Level: All
Grade Level: All

Software: None

Hardware: Tape player, overhead projector

Other Equipment: Pre-recorded cassette of a song by a modern singer, overhead projector and transparencies with complete words to selected song

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Identify main idea(s) and some supporting details from oral and written passages selected from a variety of resources.
- Demonstrate understanding of oral and written phrases and sentences from simple passages dealing with familiar topics.

Procedures:

- Prior to this activity, the teacher needs to transcribe the words of a famous song on paper. An overhead transparency is made of the complete song.
- The teacher, then, plans a modified cloze activity by deleting some of the words that are already known by the students. (Some songs lends themselves well to numbers, others may be better suited for descriptions with adjectives, to give the names of countries, etc. At any rate, pre-listening activities should precede the cloze activity. Based on the students' language level and knowledge, the teacher decides whether the deleted words should be related to one topic or should be random words familiar to the students.)
- A copy of the song minus the deleted words is given to the students.
- Students listen to the pre-recorded song twice and fill in the missing words based on the song they are hearing.

* Note: This activity does not have to focus on modern singers. Pre-recorded radio broadcasts and/or travel announcements (of boarding time, flight numbers, gate number, etc.) can serve the same purpose.

Possibilities for Extension Activities:

- Beginning students (especially FLES) listen to a song and act out the song with appropriate gestures (e.g., for French teachers, *Le carnaval des animaux* de Saint Saens is especially well suited to this activity).
- Advanced learners can identify the main idea and supporting details expressed in the song. They can read the complete song and determine the emotions and feelings expressed in it. They can select an American song, with similar ideas and compare and contrast both songs.
- As a follow up to this activity, students can listen to and study a variety of additional songs from the target country and study them to determine common topics addressed in the songs.
- Students listen to two songs dealing with one theme (e.g., the theme of Country) from the target culture. As they listen, they compare and contrast the two songs and report on the similarities and differences.
- Students compile a book of their favorite songs from the target culture.

Interdisciplinary Connections:

English Language Art

TELEPHONE MESSAGES

Audiocassettes

Classroom Information

Language: All

Language Level: Intermediate

Time Needed: 20 minutes

Grade Level: All

Software: None

Hardware: Tape player, overhead projector

Other Equipment: Pre-recorded cassette(s) with telephone messages.

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Identify main idea(s) and some details from simple oral and/or written passages.
- Identify accompanying gestures, intonations, and other visual or auditory cues to interpret simple oral and/or written passages.

Procedures:

Students listen to telephone messages left on an answering machine for the purpose of transmitting them to a roommate or relative who is unavailable to answer the phone now.

- Teacher gives students telephone pads *While You Were Out* with key categories such as: Date, Time, To, From, With, Phone, Please Call, Returned Call, Urgent, Need to See You, Will Call Again, Message.
- Students listen to several taped messages and take notes on what they hear.
- Students are asked to identify the relationship between the caller and the person called. Is it a business associate, a friend, a parent, an unknown caller, a marketing company, a wrong number, etc.?
- As an assessment activity, students compare the information they jotted down with the information of a friend.

***Note**: This activity is especially useful to introduce students to a variety of voices and accents.

TELEPHONE MESSAGES

continued... *Audiocassettes*

Native speakers can be asked to record messages which have been especially scripted for them.

Sample Scripts
Hey, this is Mary, thanks for the flowers. Call me at home tonight.

Hi John, this is Mom. Are you OK? You have not called in a week. Are you eating lunch with us this Sunday? I will call you back at 7:00. Love you.

Hello Mr. Smith, I read in the ads that you have a bicycle for sale. I am looking for a used bicycle but do not want to pay more than $80.00. Could you call me back at work after lunch. My number is 762-3719. Oh! I almost forgot my name. My name is Jack Frost.

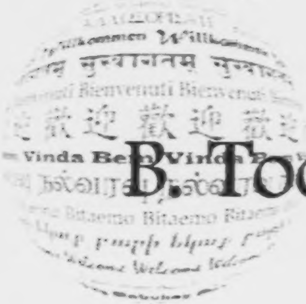
Hey John, this is Jack. I am not feeling well and will not be going to school tomorrow. Call me at 873-5432 and give me the homework for math class. Thanks. Don' t call after 10:00 pm, my parents don't want me to answer the phone after that time. Thanks pal!

Possibilities for Extension Activities:

Students are told that they have just been given an answering machine and are asked to record their own message greeting callers.

Interdisciplinary Connections:

English Language Arts



B. Tool Software

- Word Processing
- Desktop Publishing
- Databases
- Spreadsheets

TOOL SOFTWARE

Word Processing	Word processing applications in the foreign language class have been widely used for the few previous years. Word processing encourages and facilitates student editing, revision, and group writing. In addition to motivating students, it helps them articulate ideas and features such as spell check and thesaurus encourage them to verify their spelling and vary their language. Some sample word processing applications are *Microsoft Works, WordPerfect, ClarisWorks*, the *Writing Center, etc., Kidworks* and *Storybook Weaver* have some word processing components but are not true word processing applications.
Desktop Publishing	With desktop publishing, students are able to format, produce, and publish professional-looking brochures, flyers, newspapers, etc., thus eliminating problems of illegibility. Some available tools include *The Writing Center, PrintShop, PageMaker, SuperPaint, KidPix, Publish it*, etc.
Databases	Databases help students organize data and information. Some available tools include *FileMaker Pro, ClarisWorks, Microsoft Works, Paradox*, and *Microsoft Access.*
Spreadsheets	Spreadsheets allow students to manipulate information, graphs and to experiment with data. Some examples are *ClarisWorks, Microsoft Works, Quattro Pro,* and *Microsoft Excel.*

***Note:** All NC schools should have *Microsoft Works* (for Macs and PCs), *ClarisWorks* (for Macs) or *Appleworks* to help students prepare for the eighth grade computer skills test.

B. Tool Software

- Word Processing
  - Kidding Around With *Kidworks 2*
  - Report and Book Writing in the Second Language Classroom
  - Meet Our Class!
  - Special Request
  - Animals
  - Writing With Spanish Symbols
  - Writing in the Target Language
  - Language Expansion Activity
  - Flags of Target Countries
  - International Keyboarding Skills
- Desktop Publishing
- Databases
- Spreadsheets

KIDDING AROUND WITH *KIDWORKS 2*

Laura Feregrino, Conn Global Communications Magnet, Wake County *Word Processing*

Classroom Information:

Language: All *Language Level*: Beginning/Continuing/Advanced
Time Needed: One 45 min. period *Grade Level*: 2-8 (depending on activity)

Software: Word processing program such as *Kidworks 2*

Hardware: Computer

Other Equipment: Most helpful in facilitating instruction, but not essential: A TV with a computer-to-TV connection or projection device, printer

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Write familiar words and phrases associated with visuals, props, or familiar contexts.
- Demonstrate understanding and apply information and skills that are common to foreign language instruction and other disciplines.

Procedures:

Kidworks is a writing and art activity software program designed to allow students to create single illustrated sentences and short stories or to create a picture. School children work with this program from their kindergarten year and become familiar with its various capabilities.

Since the program is so clearly direct and humorous, older elementary children and middle schoolers as well enjoy returning to this playfully educational software. For me, then, it has been an excellent and successful tool to reinforce and expand second language vocabulary and concepts in a technologically creative way.

For whole class work, if a television link-up is available, I will direct our activity from the large TV screen. If we are working only from individual computers then I will direct the activity orally so that all children are progressing through each of the steps necessary to complete our work. The following examples show some of the activities.

Creating and labelling a picture
From the introductory screen, have the students open up the *Story Illustrator* (pallette). Next, click on the "coloring" books. A list of 11 topics of scenes (farm, space, castle, mountains, forest, beach, desert, ocean, volcano, shapes) will appear. Select the farm, for example, and now you will have your line drawing of a farm next to a selection of tools, colors, patterns and borders. Write a title at the top: The Farm by ________________. Next, I tell the students to add various objects to their drawing. (Vocabulary has already been learned in our class.) For example, we will add a pond with plants around it, mud, grass, fence, etc. Next, the students will need to label the objects we have drawn in as well as the farmhouse, the sky, the ground, etc.

Next, by using the stamps at the bottom tool bar, I tell the students to look for a variety of animals and "stamp" them into the drawing. The students will need to change the size of the stamps they select, from small and medium to large. (Stamps include fish, ducks, cats, etc. as well as people, houses, flowers...)

Finally, if the children have included all the dictated elements into their drawings and if there is time, I give the children a few minutes to enhance their pictures as they wish. It is always exciting to see how creative the children can be with their work.

***Note**: This project needs to be completed in one class period. Therefore the age and level of the students need to be considered as the complexity of the activity is planned. Also, most importantly, the children will need a printout of their work. Often, there is not enough time to print everyone's drawing. The best solution is to bring a disk and save everyone's work on that disk for a printout later on when you have a chance to do so.

Free-hand drawing and coloring of shapes

Click on *Story Illustrator* to get a blank screen with tools. Tell the children to select the pencil tool and to draw a big square. (Don't worry if the objects that the children draw are not exactly "square!") Next, tell them to color the square red. Next, they are instructed to select the eraser tool and erase part of the square. Now they have to select the pencil tool and draw a triangle from the square, etc. Tell the children to select the vacuum cleaner tool and wipe their screens clean. The children may also wipe their screens if their drawings become too messy.

Before time is up, select the printout that you want the children to have, e.g., all four shapes or one shape in three sizes, etc.

Math Activities

Click on *Story Illustrator* to get to a blank screen with tools. Tell the children to select one of the stamps (the object will be from the vocabulary already learned in class). For example, a dog.

a) Stamp two small dogs and one large dog in the blank screen. Ask the children, "How many small dogs do you have?" "How many large dogs?" Continue the activity by including the color of dogs, other animals, etc. Assemble a variety of animals on the screen and ask, "How many walk?" "How many have two legs?" etc.

b) Select a type of particular animal. For example, select one with two legs vs. four legs or animals with wings vs. without wings and classify them on the screen, left side and right. (Use a pencil tool to draw a dividing center vertical line.)

c) Stamp seven small dogs on the screen, three on the left and four on the right of the screen. Ask how many. Use the eraser and erase three. How many? Stamp three back and erase four. How many? Using "seven" as the total number, separate the dogs into 3 and 4; 5 and 2: 6 and 1; and reversed: 4 and 3; 2 and 5; 1 and 6 and so on. Vacuum cleaner out the dogs and you have a big ZERO of dogs!

Language Arts

Click on *Story Writer*.

1) Type a brief letter and illustrate it with your own art creations or with the icons from the program.
2) Compose a birthday, holiday, Valentine message with words and pictures.
3) Write one or more sentences but put pictures in place of all the nouns. Print out the work. Partner up the children. Students exchange papers and need to give the word for the picture.

Possibilities for Extension Activities:

- Create a sentence, paragraph, or story using pictures for the nouns and typing in the adjectives and one or two basic verbs.
- Make a picture dictionary using the stamps and typing the words.
- Teach action verbs by typing "I walk" for example and finding the appropriate stamp. "I jump" etc.

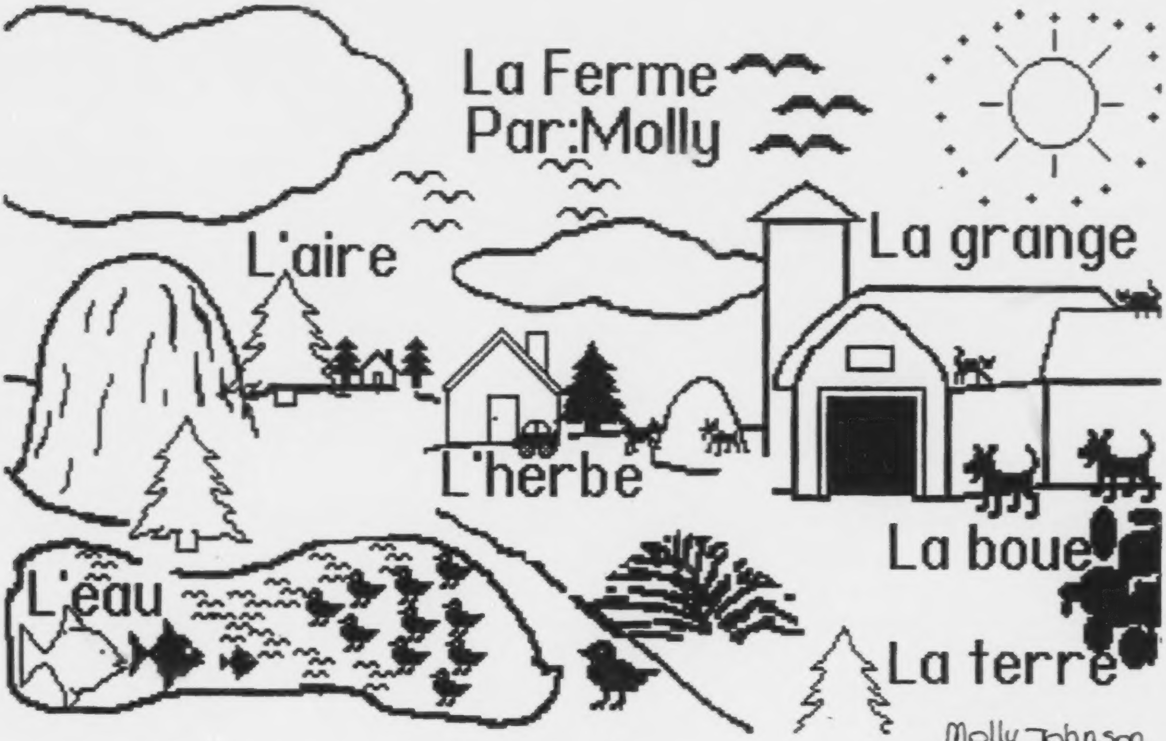
Interdisciplinary Connections

Art
Computer/Technology Skills (see specific objectives in Word Processing strand)
Math
Science
Social Studies

Brief Description of Classroom Setting:

My magnet elective class meets four times a week for a quarter. I have had as many as 23 in a class that has participated in this activity. With enough advance notice, I have always been given computer time in the lab when I have requested it. In fact, I have even been scheduled in for a weekly time when space allowed.

For my morning BEP type classes in the children's classrooms, these activities will work successfully if there is a TV link-up to ensure whole class attention. If the room does not already have the link-up, the technology teacher should be able to supply it. For these short classes, I have used one or more class periods to show the children (and their teacher!) what the activity entails. Then the classroom teacher will take her children to the computer lab in their regularly scheduled time and execute the activity I showed them in our short class. All the teachers I have worked with in this way have been pleased to have more Computer Lab ideas for their class. And, of course, for me it is perfect because my students will be getting even more practice and exposure to the second language, without my even being there!



(KIDWORKS)

Molly Johnson
Conn Elementary

REPORT AND BOOK WRITING IN THE SL CLASSROOM

Laura Feregrino, Conn Global Communications Magnet, Wake County *Word Processing*

Classroom Information:

Language: All
Language Level: Continuing
Time Needed: one 45 min. period
Grade Level: Grades 2-8

Software: Word processing program such as *Kidworks 2, Writing Center, Clarisworks, Microsoft Word,* etc.

Hardware: Computer

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Write familiar words and phrases associated with visuals, props, or familiar contexts.

Procedures:

After completing a unit or a particular topic, (for example: "Castles," or "The White House," or "Animals of the Continents," or even "Fruits" or "Clothing" etc.), my students conclude their work with a report or a book. We define a first draft in our classroom. Depending on the skill level of the students, the first draft may be a collective one for the whole class in which all the students contribute or each student may write his own paragraph. I check each draft to correct any errors. Then we go to the computer lab as a class to type our final draft. The students are free to use any word processing program with which they are familiar They may choose their font, size, style, and they may embellish their computer draft with graphics, borders, and pictures as they choose. Additional art work to illustrate our report or book is done in class and may be any project the teacher will choose from torn paper art to collage, etc.

One particular example for a second grade class I have that meets two times a week for 20 min. was the composition of a letter. This came at the end of a unit on classroom objects and specifically, the post office. We created a very short letter that we then typed on the computer using *Kidworks* 2.

Possibilities for Extension Activities:

Using word processing programs to reinforce vocabulary, sentence building, word matching, research, etc.

Interdisciplinary Connections:

English Language Arts
Computer and Technology Skills (see specific objectives in Word Processing strand)
Social Studies
Science

Brief Description of Classroom Setting:

There are 28 computers in our lab, a sufficient number to accommodate my students. I have been able to get computer lab time simply by asking the technology teacher to schedule me in. In one instance, lab time was tight and I had to share my time with another teacher. But since my class at the time was small, as was hers, we both had enough computers for all students. I have also borrowed a lap top for the classroom and had students take turns to type their report.

For my elective classes that meet four times a week for 45 minutes, I schedule my own lab time with the technology teacher.

For my 20 min., two-times-a-week classes for second grade, I work within the scheduled computer time of the classroom teacher. At the conclusion of a unit of study in those short classes, we then prepare for our upcoming report, book, or letter. I will go over the draft we are working on in our short class. Then the classroom teacher will take her students to the computer lab in their own scheduled time to complete the final draft for our foreign language class. The next time I see those students, they can show me the work they did on the computer. Of course, if I am free during their computer lab time, I will go to the lab with them and their teacher.

MEET OUR CLASS

Word Processing

Classroom Information:

Language: All
Time Needed:

Language Level: Beginning
Grade Level: All

Software: Word processing and database application, *HyperStudio*

Hardware: Digital camera, computer, printer, LCD panel

Other Equipment:

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Write familiar words and phrases associated with visuals, props, or familiar contexts.

Procedures:

- Have students take pictures of each other during one class time or arrange to have 5 students photographed each day until all students have had their picture taken.
- Teacher (or a student) downloads the pictures to a hard drive.
- Using a word processing program, teacher (or a student) creates a separate page for each person in the class and imports the pictures so that each page has the picture of a student.
- At the computer, students write a description of themselves in the target language. They address name, age, where from, and any other relevant information they wish to include (e.g., likes and dislikes).
- Students print their picture and description and a class book is compiled.
- An LCD panel can be used to view the entries prior to the printing and to address issues of accuracy.
- Book is shared with newcomers who arrive after the school year has begun.

Possibilities for Extension Activities:

- Students record their description on an audiocassette to go along with the book.

- Students add to their page throughout the year by saving their entry to a diskette. At the end of the year, they print all their entries in a journal format.

- Instead of a big book, students could make their presentation in *HyperStudio,* including a recording of their description.

- Students create a database and enter data according to the information compiled in the class book.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Word Processing strand)
English Language Arts

SPECIAL REQUEST

Word Processing

Classroom Information:

Language: All
Language Level: Levels I-IV
Time Needed: One class period
Grade Level: Grades 6-12

Software: Word processing program, e.g., *Microsoft Works, ClarisWorks*

Hardware: Computer, printer

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Compose messages, announcements, personal notes, advertisements, postcards, or simple letters.
- Recognize and apply learning strategies, processes, and skills from other disciplines.

Procedures:

In preparing for a project on a country, students write a letter to an Embassy or a Tourist Center in the target country requesting specific information or materials to help them with their projects. Proper letter and envelope format, greetings, and endings of business letters are taught at this point.

Letters are entered on the computer using a word processing program, and they are printed and reviewed by peers to ensure that the request is clear, that the letter and the envelope contain the needed information, and that the spelling is accurate. Corrected letters are mailed to destination.

Note: Students can be asked to search for the address of the agency using the Internet. If possible, they may convey their request via the Internet.

Possibilities for Extension Activities:

Upon receipt of the requested information or materials, students send a thank-you note.

Interdisciplinary Connections:

English Language Arts
Computer/Technology Skills
Social Studies

ANIMALS

Andrea Kazemzadeh, Olive Chapel Elementary, Wake County Schools *Word Processing*

Classroom Information:

Language: Spanish
Language Level: Beginning
Time Needed: Six Weeks
Grade Level: Grade 3

Software: Word processing program, e.g., *Microsoft Works, ClarisWorks, MacWrite*

Hardware: Computer

Other Equipment: Color laser printer

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Write familiar words and phrases associated with visuals, props, or familiar contexts.
- Develop an awareness of the structural patterns in the target language and his/her own language(s).

Procedures:

- Engage students in TPR activities related to animals, their description, what they do (e.g., the bird flies, the dog barks).
- Students practice action words in a game of "Simon Says."
- Students display the animals vocabulary and the action words through the room.
- Students practice making brief sentences combining an animal and an action word (e.g., *el gato come).*
- Students practice using *el/la* or *los/las* with animals.
- Students practice sentences orally with animals using the verb form *es* and a descriptor.
- Students generate sentences using *el/la*, the animal, the verb form *es*, and a descriptor. Teacher writes the sentences on a large poster board (or an overhead) and post them on the wall (or the overhead). If students have had enough practice with writing they can write the sentences themselves.
- Students change the sentences from the singular to the plural form orally.

ANIMALS

continued... *Word Processing*

- Students generate singular and plural sentences in a class activity, first orally, then in writing.
- Students make the sentences negative by adding *no*.
- In a whole class activity, students begin creating a class book by eliciting sentences about a special pre-selected animal. Teacher writes the sentences as they are dictated. Teacher goes over the sentences, addresses errors, and answers questions related to the sample book.
- In pairs, students write their own books of at least 5 pages (5 sentences).
- Class goes to the computer lab to use the word processor to enter their own book.
- Students type one sentence per page and either import a graphic, color a picture, or paste a picture from a magazine to illustrate each page.

Possibilities for Extension Activities:

- Students can add music and make a song to go with the book.
- Students can record themselves reading the book.
- Students can make a puppet show using the script from the book.
- Students can make a collage about the actions of their animals.
- Students play charade to guess what animal is portrayed.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Word Processing strand)
English Language Arts
Science

Brief Description of Classroom Setting:

Twenty-three to twenty-five students per classroom, twice a week for 30 minutes per session. Each student worked at one computer in the computer lab. If a student did not finish during classtime, he/she had to work on his/her own. Some students did not turn in a final product.

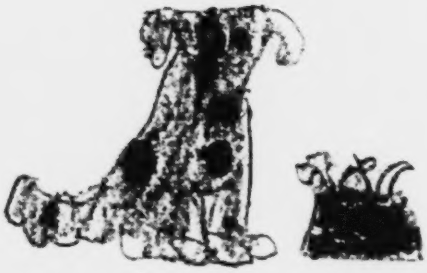
EL PERRO

El perro no huele mal.

El perro dice ua, ua.

El perro vive
en la casa.

El perro come
vegetales,
carne, y fruta.



El perro
tiene diez
años.

WRITING WITH SPANISH SYMBOLS

J. Michelle Burnette, Mills River School, Henderson County Schools *Word Processing*

Classroom Information:

Language: Spanish
Language Level: Beginning
Time Needed: 10-15 min. per child
Grade Level: Grades 4-5

Software: Word processing program e.g., *Microsoft Works, ClarisWorks*: Document

Hardware: Computer

Other Equipment: Diskettes to save students' work

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Demonstrate understanding and apply information and skills that are common to the foreign language class and the 4-5 grade class.

Procedures:

This activity is painless. One class is devoted to showing the children the keys for accented vowels, tilde, upside down question and exclamation marks. Allow a few students to come to the computer and try them out, and in succeeding classes the students will copy a paragraph with plenty of examples of these unique symbols. I tape an index card to the computer or the computer table with reminders of how to make these symbols. The students save their paragraphs on a disc, and later I check them. (As always, I make sure there is one student who can help if they have a problem.)

Possibilities for Extension Activities:

- Students type their own vocabulary list for a particular unit.
- Students type thank-you notes, vocabulary index cards, etc. for individual practice.

Interdisciplinary Connections:

Keyboarding Practice
Computer/Technology Skills (see specific objectives in Word Processing strand)

Brief description of Classroom Setting:

One Mac computer in the classroom and two Macs in the Media Center.

WRITING IN THE TARGET LANGUAGE

J. Michelle Burnette, Mills River School, Henderson County Schools *Word Processing*

Classroom Information:

Language: Spanish
Language Level: Beginning
Time Needed: 10-15 min. per child
Grade Level: Grade 5

Software: Word processing program e.g., *Microsoft Works, ClarisWorks*:

Hardware: Computer

Other Equipment: Printer

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Write familiar words and phrases associated with visuals, props, or familiar contexts.

Procedures:

It has always taken so many classes to get a decent autobiography in Spanish from the students. I finally found that writing a sentence per class is a help. The students do not get tired of it. I spend only 5 or 6 minutes having 2 or 3 students read what they have so far written, and then we add a sentence. Together we figure out what to say, they spell it for me in the target alphabet, and I write it on the board for all to copy. We try for a 5 or 6-sentence paragraph and then after I have collected and checked the paragraphs, students are able to type their paragraphs on *ClarisWorks*. I usually bind them in a book for the classroom or display them in the Media Center.

Possibilities for Extension Activities:

- Book can be recorded on audio tape as each student reads his/her paragraph.
- Book can be shared with students in lower grades.
- Students can do a big book using *Printshop* or *Superprint* for illustrations.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Word Processing strand)
English Language Arts

Brief Description of Classroom Setting:

One Mac computer in the classroom and two Macs in the Media Center.

LANGUAGE EXPANSION ACTIVITY

Classroom Information:

Language: Spanish
Language Level: Beginning
Time Needed: One class period
Grade Level: Grade 5

Software: Word processing program such as *Miicrosoft Works, ClarisWorks*:

Hardware: Computer

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Write familiar words and phrases associated with visuals, props, or familiar contexts.
- Demonstrate understanding and apply information and skills that are common to foreign language instruction and the fifth grade class.

Procedures:

This is a whole class activity in the computer lab. We simply type something from dictation or we copy words from a poster. Students might type "dog" on one line, next line they will type "the dog" and then "the black dog," and then" the black dog is jumping," etc. It gives them keyboard practice and practice writing in Spanish.

Note: Teacher may want to ask questions at each stage of this assignment. For example, "What are some words we can use to describe a dog?" "What do dogs do?"

Possibilities for Extension Activities

- Students can use the model developed as a class activity to write their own brief paragraph.
- Students can generate as many variation of a sentence as possible (e.g., the black dog, the white dog, the brown dog, the grey dog, etc.).
- Students can illustrate their drawings by using *Kidpix*, *Printshop*, or *Superprint* for illustrations.
- Students can use *Kidworks* as they write rebus stories

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Word Processing strand)
English Language Arts
Science

Brief description of Classroom Setting:

One Mac computer in the classroom and two Macs in the Media Center.

FLAGS OF TARGET COUNTRIES

J. Michele Burnette, Mills River School, Henderson County Schools *Word Processing*

Classroom Information:

Language: Spanish
Language Level: Beginning
Time Needed: One class period
Grade Level: Grade 5

Software: Word processing program e.g., *Microsoft Works, ClarisWorks*

Hardware: Computer

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Write familiar words and phrases associated with visuals, props, or familiar contexts.
- Demonstrate understanding and apply information and skills that are common to foreign language instruction and the fifth grade class.

Procedures:

This is a popular activity. Many of the students are experts already using the paint and drawing tools on *ClarisWorks*, but they do not often insert text with their drawings, so this is great practice. It takes one class for them to find the flag of a Latin American country they would like to draw and for me to teach them the basics of the paint tool. After that they are on their own. They simply draw the flag and write a few sentences about it. (They have a rough draft done on paper before they can go to the computer.) When they have finished their work at the computer, they color their flags with markers. (I tried one time letting them paint their flag on the computer and then printing them all, but it took too long for them to complete their work, and color ink is so expensive it was not practical.) I collect all the flags and bind them in a book for the classroom.

Note: Students may want to research current flags on the Internet.

Possibilities for Extension Activities:

Students draw animals, foods, clothing, etc. and label them in the target language using a desktop publishing application.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Word Processing strand)
English Language Arts
Social Studies

FLAGS OF TARGET COUNTRIES

continued... *Word Processing*

Brief Description of Classroom Setting:

One Mac computer in the classroom and two Macs in the Media Center.

INTERNATIONAL KEYBOARDING SKILLS

Evangelin C. Wall, Atkins Middle School, Winston-Salem/Forsyth *Word Processing*

Classroom Information:

Language: Spanish and French *Language Level*: Beginning
Time Needed: 20-30 min. *Grade Level*: Grades 6-8

Software: Word processing program

Hardware: IBM/DOS computer

Other Equipment: None

Specific Objective(s) of the Lesson from the NC ForeignLanguage SCS:

- Demonstrate understanding and apply information and skills that are common to foreign language instruction and the 6-8 grade classes.

Procedures:

Spanish Codes (IBM-DOS):

Using number keypad, make sure "Num Lock" is in locked position. Hold down the Alt key while pressing the following codes.

129 ü	160 à	165 Ñ
130 é	161 í	168 ¿
137 ê	162 ô	173 ¡
144 ê	163 û	174 «
154 Û	164 ñ	175 »

Type the following passage using your IBM-DOS codes for Spanish. This is a keyboarding activity. Your grade is based on typing accuracy. *Do not* try to answer the questions. Type your name on your paper.

¿Dónde está México? México está al sur de los Estados Unidos y al norte de la América Central. La capital de México es la ciudad de México. « Güero» es la palabra mexicana por rubio o"blonde."

INTERNATIONAL KEYBOARDING SKILLS

continued... *Word Processing*

¿Cuáles países están en la América del Sur? Venezuela, Colombia, Ecuador, Perú, Bolivia, Para guay, Uruguay, Argentina, Chile, Brasil y Guayana. Estas on las capitales de los países de la América del Sur donde se habla el español: Caracas, Bogotá, Quito, Lima, Sucre, Asunción, Montevideo, Buenos Aires, Santiago, etc.

¿Cuáles países están en la América Central? Hay Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica y Panamá. Las capitales de estes países son La Ciudad de Guatemala, Tegucigalpa, San Salvador, Managua, San José y la ciudad de Panamá. En realidad, los sombreros de Panamá están hecho en Ecuador.

IBM-DOS French Codes

On number pad, make sure NUM LOCK is pressed in. Hold down the ALT key while pressing the following codes.

128 Ç	135 ç	131 â	132 ä	133 à	160 á
142 Ä	145 æ	146 Æ	130 é	138 è	137 ë
144 É	140 î	141 ì	161 í	136 ê	147 ô
148 ö	149 ò	162 ó	151 ù	150 û	129ü
154 Ü	163 ú	174 «	175 »		

Type your name on your paper.

Using the following passage, copy it using the international symbols. Do not answer any questions. Your grade will be based on keyboarding accuracy using these symbols.

Hélène et Aimée sont allées passer l' après midi à la plage. Une fois arrivées, elles ont fait la connaissance de deux garçons qui leur ont demandé si elles savaient faire de la planche à voile. Elles leur ont répondu «Bien sûr!» Après plusieurs heures dans l'eau froide, Aimée a senti une douleur aigüe au côté droit et elle a crié « Aïe!!!, Hélène, où es-tu?» Hélène et les deux garçons sont arrivés à son aide et l'ont aidée à sortir de l'océan. Quelques instants après les deux filles sont reparties chez elles en disant «Aurevoir, à bientôt!»

Possibilities for Extension Activities:

Students write a bio-poem typed with diacritical marks, or they write a short report. For the rest of the year, I am offering a bonus of extra five points per homework assignment to anyone who presents his/her paper typed with diacritical marks.

Interdisciplinary Connections:

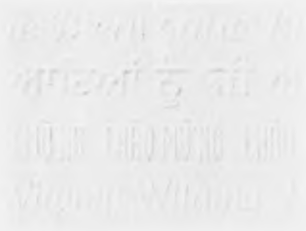
Computer /Technology Skills (see objectives in Keyboard Utilization strand)
Language mechanics

Brief Description of Classroom Setting:

The ideal situation for this keyboarding activity is a computer lab with one computer per student. You can do an alternate activity for two different groups or have students type a paragraph and proof each other's as you go.

B. Tool Software

- Word Processing
- Desktop Publishing
  - Picture It
  - Greeting Cards
  - Right off the Press
  - Latin Advertisements



- Databases
- Spreadsheets

PICTURE IT

Desktop Publishing

Classroom Information:

Language: All
Time Needed: On-Going
Language Level: Beginning
Grade Level: All

Software: Desktop publishing program e.g., *The Writing Center, KidPix, The PrintShop*

Hardware: Computer, printer

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Write familiar words and phrases associated with visuals, props, or familiar contexts.
- Demonstrate understanding and apply information and skills that are common to foreign language instruction and other disciplines.

Procedures:

Students create their own pictionary and add to it throughout the year. They personalize a pictionary cover, draw or import graphics and label the objects and/or concepts in the target language. They print the different entries in a notebook and add to it throughout the year.

Students use their pictionary during the writing process to help them with the brainstorming, revising, and editing phases.

Words included in the pictionary can be the students' own words as well as words which have been given by the teacher.

Note: A variation of this activity involves the creation of a class pictionary where each student is responsible for illustrating, labeling, and printing one word or phrase. Each page is added to the developing pictionary which serves as a resource for the entire class.

Possibilities for Extension Activities:

- At the end of the year/semester/9 weeks, the pictionaries are bound and given a cover.
- Students, in pairs, can use the pictionary as flash cards to help them review words.

- This activity can also be accomplished by using *HyperStudio*. Students could record themselves pronouncing the words and/or reading the phrases and sentences.

- Students can incorporate CD-ROM images into the *HyperStudio* Stack.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Desktop Publishing strand)
English Language Arts
Information Skills

Brief Description of Classroom Setting:

- Because this is an on-going project, students can work on it throughout the year. If there is only one computer in the classroom, students can be assigned a class time to work on the computer to update their pictionary.

- If students work on a class pictionary, one student per day is assigned to enter one word/phrase and to print it.

GREETING CARDS

Desktop Publishing

Classroom Information:

Language: All
Language Level: All
Time Needed: Varies depending on language level
Grade Level: All

Software: Desktop publishing program e.g., *The Print Shop, The Writing Center, Kid Pix*

Hardware: Computer, printer

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Write familiar words and phrases associated with visuals, props, or familiar contexts.
- Demonstrate understanding and apply information and skills that are common to foreign language instruction and other disciplines.

Procedures:

Purpose: Students create a greeting card for the person of their choice.

- Students brainstorm words they find on a greeting card. At this time, the teacher may need to add additional words and/or expressions and may want to review needed grammatical structures.
- If there are no computers in the classroom and if access to the computer lab is limited, students work on their first text draft at their desk.
- Students seek peer-input to make sure the message on their card is comprehensible. They make the needed revisions and check on the accuracy of the spelling and grammatical structures.
- Students go to the computer lab and/or take turns at the computer in the classroom to create their card. At this time they include graphics and drawings.
- Students print their cards and mail them to the intended persons.

Possibilities for Extension Activities:

At the beginning of the year students can be paired and exchange cards for special occasions. To create a bit of excitement, the students would never sign their cards and would only reveal their identity toward the end of the year/semester/9 weeks.

Interdisciplinary Connections:

English Language Arts
Computer/Technology Skills (see specific objectives in Desktop Publishing strand)

- Develop in writing an organized summary, composition, report, or article.

RIGHT OFF THE PRESS

Desktop Publishing

Classroom Information:

Language: All
Language Level: Level IV
Time Needed: 4 weeks
Grade Level: Grades 9-12

Software: Word processing program and/or desktop publishing program, e.g., *Microsoft Word, File Maker Pro, PrintShop, PageMaker, the Writing Center, KidPix, Print Shop, ClarisWorks.*

Hardware: Computer, printer, copier

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Compose narrations and detailed descriptions in past, present, and future time orally and in writing.
- Demonstrate understanding and apply information and skills that are common to foreign language instruction and other disciplines.

Procedures:

At the conclusion of a unit examining the press and the components of a newspaper, students produce their own newspaper during class time using desktop publishing or a word processing program. This a long-term project (4 weeks) which is assigned during the last part of the school year and which counts as the final exam grade.

In preparation for this project, students have already read and studied newspapers of the target country and have examined the commonalities and differences with American newspapers. They have recognized the different writing styles, kinds of articles, as well as cultural elements. They have practiced writing headlines, editorials, feature articles as well as ads, cartoons, horoscopes etc.

The project:
Divide the class in groups of 4-5 students. Each group produces a newspaper and is responsible for organizing the work, assigning role and work to group members, peer editing, and following the guidelines.

Newspaper guidelines

I. Evaluation

a. An individual grade is given according to rubric A (included at the end of this lesson) which focuses on attention to the task, accuracy, vocabulary, cohesiveness of discourse, and comprehensibility. This rubric is given to the students before beginning the task.

b. A group grade is given according to rubric B (included at the end of this lesson) which focuses on visual presentation, originality of content, and completeness of the project. This rubric is given to the students before beginning the task.

II. Due Dates

The newspaper is to be typed on the computer using a word processor or desktop publishing program, and 15 copies (one per student) are to be turned in assembled and stapled on the due date. Three class days have been reserved for typing in the computer lab.
(Students enjoy having their own copy of the newspaper especially since students are encouraged to be creative in their reporting of events.)

The first draft is due to me by: *(date)*
(Some students prefer to turn in their parts as soon as it is completed. This allows the teacher not to be too overburdened at one time, and it gives the students additional time to enter the information in the computer. For my sanity, I encouraged students to hand in their completed portion of the newspaper.)

The final copy is to be completed and ready for distribution by: *(date)*

III. Components

Each newspaper must have a **name, price, motto, and numbered pages** and must include the minimum number of articles listed below:

1. 4 Cartoons

2. Emergency Section for firemen, doctors, pharmacies, ambulance services, midwives, and others, if you want.

3. Announcements
a. 2 death announcements
b. 1 thank you for sympathy expressed
c. 6 birth announcements
d. 3 wedding announcements

4. Weather
a. national including a weather map
b. regional/local
c. tomorrow's forecast

5. Crossword Puzzles
a. 2 grids, one blank the other with answers written in
b. clues for the blank grid

RIGHT OFF THE PRESS

continued.... *Desktop Publishing*

6. Games
2 of your choice

7. Ads
a. 10 for sale
b. 10 for rent
c. 10 looking for a job
d. 10 wanted (jobs only)
e. 5 houses or apartments
f. 15 of your choice

8. TV
a. complete programs for one day for 3 channels
b. summary of main programs
c. article on one actor/actress

9. Sports
a. 1 article on soccer
b. 1 article on basketball
c. 1 article on swimming
d. 1 article on a sport mostly associated in the target country
e. 1 article on one athlete
f. 1 scoreboard for the sport of your choice

10. Advertising
a. food advertising for 2 different food stores. Include prices
b. 1 car advertisement
c. 10 advertisements of your choice

11. News
a. 5 foreign news articles
b. 5 regional/local news articles
c. 5 national news articles
d. 3 articles of your choice

12. Horoscope
a. summaries for all signs, include dates and symbols
b. feature a detailed one for the sign of the current month

13. Serial (soap in the paper)
a. condensed summary of the preceding episodes
b. episode of the day

RIGHT OFF THE PRESS

continued... *Desktop Publishing*

14. Movies and others
a. 5 movies advertisement minimum, include drawings
b. announcement of an upcoming artistic event

15. Dear Abby
2 letters minimum with answers

16. Review of the restaurant of the week

17. Gossip (society) section
What you want

18. Editorial
Topic of your choice

Possibilities for Extension Activities:

- Students can present this information in a multimedia format adding sounds, graphics, and animation.
- Students exchange this newspapers with students in other classes, states or countries.

Note: Students' newspapers become teaching and motivating tools for the next year's students.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Desktop Publishing strand)
English Language Arts
Journalism

Rubric A (Individual Grade)

WRITING RUBRIC

Attention to the Task
0 no relevant information communicated by student
1 very little relevant information communicated by student
2 some relevant information communicated by student
3 most relevant information communicated by student
4 all relevant information communicated by student

Grammar (Accuracy)
0 no statements were structurally correct
1 very few statements were structurally correct
2 some statements were structurally correct
3 most statements were structurally correct
4 all statements were structurally correct

Vocabulary
0 no words in Spanish
1 employed minimal vocabulary
2 employed limited vocabulary
3 employed adequate vocabulary
4 employed a variety of vocabulary

Cohesiveness of Discourse
0 incoherent, no evidence of organization
1 barely coherent, no evidence of organization
2 partially coherent, some evidence of organization
3 generally coherent, some evidence of organization
4 always coherent and organized

Comprehensibility of Communication
0 could not understand anything student wrote
1 could barely understand what student wrote
2 could understand some sentences
3 could understand most of what student wrote
4 could understand everything student wrote

Total writing score (Add each circled number and divide by five):

Sample Duplin County. Eighth Grade Assessment (1996).

Rubric B (Group Grade)

Criteria	1	2	3	4
Originality of Content	Basic	Some originality	Very original	Innovative
Visual Presentation	Messy, layout not visually appealing	No evident planning of layout	Some planning of layout is evident but more work is needed	Visually appealing and professional looking
Completeness	Many components missing	Some components missing	All components addressed, some minimally	All components fully addressed

LATIN ADVERTISEMENTS

Danetta Genung, Glenn High School, Winston-Salem/Forsyth Schools ***Desktop Publishing***

Classroom Information:

Language: Latin *Language Level*: Levels I-II
Time Needed: 1-2 hours depending on number of computers *Level*: Grades 9-12

Software: *PrintMaster Gold, ClarisWorks, Microsoft Works, SuperPrint, PrintShop Deluxe, PowerPoint*

Hardware: IBM or MacIntosh computer, color printer

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Latin Curriculum:

- Write simple phrases and sentences in Latin.

Procedures:

Two additional objectives addressed in this lesson are the following:

- To take a modern approach to an ancient language.
- To gain an appreciation for the translator's skills and modern and ancient idioms.

Each student will create an advertisement in Latin for one of the following:

1. an ancient Roman product; or
2. a play about a myth that has been studied.

Students will incorporate technology into the curriculum by using various types of software to complete this assignment. The teacher may want to look over rough drafts in order to ensure a more accurate advertisement. When completed, post advertisements around the room.

Evaluation:
Computer creations will be graded on the following: accuracy, originality, creativity, good use of time.

Possibilities for Extension Activities:

- Students find modern ads with Roman influences (e.g., Excedrin from *excedo*) and create a scrapbook or collage of these (the collage could also be done as part of a *HyperStudio* stack; clicking on a special area of the collage would send the user to another card).

- Students create their own names of products and create an ad or poster of the products. Students must name a product for a Latin word or name.

LATIN ADVERTISEMENTS

continued... *Desktop Publishing*

Interdisciplinary Connections:

Art
Computer/Technology Skills (see specific objectives in Desktop Publishing strand)
English Language Arts

Brief Description of Classroom Setting:

If there are not enough computers for every student, divide the class into groups of three. Allow groups to alternate times at the computer. For example, groups 1-3 may be at the computer on Monday and groups 4-6 may be at the computer on Tuesday. (If school is on a block schedule, divide into 45-minute segments.) Students with computers at home may want to complete the assignment there.

While some students are at the computer, other students may work on various assignments (e.g., translation, worksheets on historical events, creation of timelines).

B. Tool Software

- Word Processing
- Desktop Publishing
- Databases
    - U Are Unique
    - Class Survey
    - Where in the World Is this Language Spoken?
    - Mmm! Good!
    - South and Central American Countries
- Spreadsheets

U ARE UNIQUE

Databases

All French German Latin Spanish

Classroom Information:

Language: All | *Language Level*: Beginning
Time Needed: 1h 30 min. | *Grade Level*: Grades 2-12

Software: Database program such as *MicrosoftWorks, ClarisWorks, FileMaker Pro, Access*

Hardware: Computer, overhead projector

Other Equipment: LCD panel or other computer-projecting device, transparencies

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Name and describe orally people, places, and things using everyday words and phrases.
- Write familiar words, phrases, and sentences in context.
- Ask and answer questions using learned material orally and in writing.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:

This activity serves as an introduction to creating a database and as an explanation about the kinds of information which can be entered in a database. In this activity, students sort themselves by attributes (sex, hair color, eye color, etc.) until they are in a category by themselves. They do so by physically moving around the room. A database is built for them by the teacher and projected on a screen for all to see. At this point, students are involved only in observing the creation of the database and in responding to the TPR commands.

Pre-activities:

- Teacher discusses the concept of a database and reviews examples of databases. (Examples: the class is a collection of students, the classroom is a collection of desks and chairs, the file cabinet is a collection of papers or books. Items such as a dictionary, encyclopedia, newspaper, and card catalog can be both print and electronic databases.)

- Teacher explains the production of a database in terms of a person organizing a collection of information in such a way that the information can be found, organized, and displayed in a variety of ways.

- Teacher uses a prepared database to show students how to find and open the database file, how to enter and edit data, how to move from one field to another as well as from one record to the next, and how to save their work.

U ARE UNIQUE

continued... *Databases*

Activity:

- With the teacher directing the discussion, students agree on a series of characteristics to investigate. The teacher or a student records the categories on a transparency. Teacher explains that these categories correspond to the fields on a database. He/she stresses the importance to standardize the terms for the categories/fields to facilitate the sorting and retrieving of data.

- Starting with the whole class, students are asked to separate themselves according to their gender, with each group going to opposite end of the room. Each student orally says: I am a boy (or male) or I am a girl (or female). The teacher, or a student volunteer, begins recording the name of the students in the appropriate field on the database.

- Each of the groups is told to divide itself in two groups according to one attribute (from the original list) they have chosen (brown hair and other color hair, or blue eyes and other color eyes, etc.). The attributes chosen by the two original group need not be the same. There are now four groups in the class. The teacher, or a student volunteer, records the information as students state their characteristic orally.

- All four groups are told to subdivide according to a characteristic (from the original list) chosen by each group. Once again students identify their characteristic orally while it is being recorded on the database. This process continues until students are by themselves.

- When students are by themselves, they return to their desk and write down their particular characteristics (e.g., I am a boy, I have brown hair,, I have short hair, I have blue eyes, etc.).

- The procedure might be as follows:
  Can you sort yourselves by gender? How many groups do we have (boys and girls)? Students identify themselves.
  How can you divide each group again? What criteria are we going to use (hair color)? How many groups do we have? Students identify their characteristics.
  How can we divide again? What criteria can we use (eye color)? How many groups do we have? Students identify their characteristics.

- With the complete database projected on a screen, the teacher asks students to select a characteristic so the database can be sorted according to the selected characteristic and to state orally who has that characteristic. (Note: This activity helps students with the concept of plural.)

* Teacher might want to demonstrate sorting using two categories and a connector "and," and ask questions orally such as, "Who is a boy and has brown eyes?"

- Additional language activities can follow. Such questions as "What characteristic is shared by the most students, the least students? What characteristics are the most unique? etc."

Adapted from *Unique U*, 1987 AIMS Education Foundation.

Possibilities for Extension Activities:

- Students chart the information and write an explanatory paragraph explaining the information.
- Students can compile a class book with the students' descriptions and accompanying pictures.
- Students can sort objects by size, color, shape, or animals according to physical attributes.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Database strand)
Math
Science

Brief Description of Classroom Setting:

One computer to be used by the teacher for demonstration purpose.

CLASS SURVEY

Databases

Classroom Information:

Language: All
Language Level: All
Time Needed:
Grade Level: Grades 2-8

Software: Database program such as *MicrosoftWorks, ClarisWorks, FileMaker Pro, Access*

Hardware: Computer, printer

Other Equipment: LCD panel or another projection device

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Name and describe orally people, places, and things using everyday words and phrases.
- Write familiar words, phrases, and sentences in context.
- Ask and answer questions using learned material orally and in writing.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:

In a previous oral class activity on dates and seasons, students have asked and answered the following questions: When were you born? In what season were you born? Where were you born? What city? What state? They have practiced asking and answering questions in a variety of ways, some of them including class bingo.

Pre-Activities:

- Teacher discusses the concept of a database and reviews examples of databases. (Examples: the class is a collection of students, the classroom is a collection of desks and chairs; the file cabinet is a collection of papers or books. Items such as a dictionary, encyclopedia, newspaper, and card catalog can be both print and electronic databases.)

- Teacher explains the production of a database in terms of a person organizing a collection of information in such a way that the information can be found, organized, and displayed in a variety of ways.

- Teacher uses a prepared database to show students how to find and open the database file, how to enter and edit data, how to move from one field to another as well as from one record to the next, and how to save their work.

CLASS SURVEY

continued... *Databases*

Activity:

- The class creates a database using the above questions stated in the target language to determine the fields, e.g., Year of birth, Month of birth, Day of the month when born, State of birth, City where born, Season of birth. The creation of the database takes place in the classroom with the teacher talking through what he/she is doing as he/she identifies the different fields. Computer screen is visible to students via a LCD panel or other projection device.

- Students enter their individual record in the database. This step takes a long time (one class period) as students enter their information one by one. Teacher can use the time to work on another related activity such as the teaching of new vocabulary and/or expressions which will be needed later on with this activity.

- Students form groups of 3 or 4. Using the *Sort* function, each group of students is assigned a field and is asked to produce a report based on the data. (Groups of students rotate to use the computer and to retrieve the data. As one group finishes, it can begin working on the follow-up activities.)

- Each group makes a graph or a chart to represent the information. Graph and/or chart can be made on paper or can be made using a computer-graphing program if available.

- Each group writes a summary of the report and presents the information orally to the class. (Teachers may choose to teach mini lessons prior to this step to review the students' use of certain needed language structures.)

Possibilities for Extension Activities:

- Charts and graphs can be made on the computer using a spreadsheet program.

- Summary can also be entered on the computer using a word processing program.

- Students can make a *HyperStudio* presentation importing graphs and incorporating text.

- Students compare their information with the information gathered by another class.

- A more detailed database can be created to include color of hair, eyes, first names, etc.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Database strand)
English Language Arts
Math

Brief Description of Classroom Setting:

One computer. Groups of students take turns at the computer while others work on follow-up activity.

WHERE IN THE WORLD IS THIS LANGUAGE SPOKEN?

Databases

Classroom Information:

Language: All — *Language Level*: Beginning to Intermediate

Time Needed: — *Grade Level*: Grades 6-8

Software: Database program such as *MicrosoftWorks, ClarisWorks, FileMaker Pro, Access*

Hardware: Computer with Internet access for research

Other Equipment: LCD panel or other projection device

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Identify main idea(s) and some supporting details from oral and written passages selected from a variety of sources.
- Name and describe orally people, places, and things using everyday words and phrases.
- Write familiar words, phrases, and sentences in context.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:

Pre-Activities:

- Teacher discusses the concept of a database and reviews examples of databases. (Examples: the class is a collection of students, the classroom is a collection of desks and chairs, the file cabinet is a collection of papers or books. Items such as a dictionary, encyclopedia, newspaper, and card catalog can be both print and electronic databases.)

- Teacher explains the production of a database in terms of a person organizing a collection of information in such a way that the information can be found, organized, and displayed in a variety of ways.

- Teacher uses a prepared database to show students how to find and open the database file, how to enter and edit data, how to move from one field to another as well as from one record to the next, and how to save their work.

Activity

- In a class discussion, students elicit the kinds of information they would like to collect related to the following topic: *Where is the World is This Language Spoken?* Students might include location, population, government, climate, etc. The important point is that the students themselves determine what they want to know about that specific topic.

WHERE IN THE WORLD IS THIS LANGUAGE SPOKEN?

- Once students have generated categories/fields, they name the different fields which will be used to enter, search, and retrieve data from the database, and they create the class database (a student volunteer might want to demonstrate this activity). An LCD panel or other projection device might be used for all to follow the process.
- Students, individually, in pairs or groups, are assigned one country and conduct the data-gathering phase in a variety of ways. They may be involved in asking each other questions, or they may resort to researching encyclopedia, books, CD-ROMs, the Internet, etc. They evaluate the information and determine which information is relevant to their task. Students take notes in the target language.
- Students, individually, in pairs or groups use their notes to enter the data by taking turns at the computer.
- Students sort the data and retrieve the information according to selected fields (e.g., location, special foods, etc.).
- Students prepare a written report on their data accompanied by charts and/or graphs and by a map.
- Students present their information orally or using a presentation program such as *HyperStudio* or *PowerPoint*.

Possibilities for Extension Activities:

- Students create charts using a spreadsheet program. They enter the accompanying explanatory text using a word-processing program.
- Students prepare a multimedia presentation with *HyperStudio* or *PowerPoint*.
- Students chart all the places where the target language is spoken on one map.
- In different locations in the school, they display information about the different countries speaking the target language to develop an awareness of the global reach of the target language.
- Students share their findings with students in feeder schools during foreign language week and/or during pre-registration.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Database strand)
English Language Arts
Information Skills
Social Studies

Brief Description of Classroom Setting:

One computer in the classroom. As a group works at the computer, other groups are engaged in researching needed information.

MMM! GOOD!

Databases

Classroom Information:

Language: All
Time Needed: 1-2 weeks
Language Level: Beginning-Intermediate
Grade Level: Grades 4-12

Software: Database program such as *MicrosoftWorks, ClarisWorks, FileMaker Pro, Access,* multimedia program such as *HyperStudio, PowerPoint*

Hardware: Computer with Internet access (optional)

Other Equipment: Printer, graphic organizer

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Name and describe orally people, places, and things using everyday words and phrases.
- Write familiar words, phrases, and sentences in context.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:

- As an introductory activity, students, alone, in pairs or groups, brainstorm all the different kinds of food people eat. Using a graphic organizer, they organize the list generated during the brainstorming activity. One or two groups display their organizer for the class to see and explain their reasons for organizing the food the way they did.

- Teacher makes the parallel between the categories on the graphic organizers and the fields in a database.

- Teacher discusses the concept of a database and reviews examples of databases. (Examples: the class is a collection of students, the classroom is a collection of desks and chairs, the file cabinet is a collection of papers or books. Items such as a dictionary, encyclopedia, newspaper, and card catalog can be both print and electronic databases.)

- Teacher explains the production of a database in terms of a person organizing a collection of information in such a way that the information can be found, organized, and displayed in a variety of ways.

- Teacher uses a prepared database to show students how to find and open the database file, how to enter and edit data, how to move from one field to another as well as from one record to the next, and how to save their work.

- Students are instructed to take a personal inventory of all the food found in their house. They select the different fields they want to include in the database (e.g., vegetables, deserts, meats, dairy products, color, nutritional value) and they create a database that catalogs the different kinds of food found in the refrigerator and the kitchen.
- Students enter their data in the database. Using the *Sort* function, they organize data according to selected fields.
- Based on their food inventory, students make a grocery list of additional foods needed to plan a special event. Some students could be assigned food for a camping trip; others, food for a family reunion, etc.
- Students prepare a report of what they presently have on hand and what they need to purchase for their meal function.

Possibilities for Extension Activities:

- Students estimate how much money from the target culture they will need to purchase the products on their list. They verify their predictions and report to the class.
- Based on their food inventory, students plan a healthy meal.
- Using the Internet, students research specific foods associated with targeted countries.
- Students download a recipe from the Internet, and prepare the dish for class consumption.
- Students prepare a *HyperStudio* or a *PowerPoint* presentation outlining the different steps for preparing their special dish.
- Students compile a class recipe book of all the recipes they have downloaded from the Internet.

Interdisciplinary Connections:

Computer /Technology Skills (see specific objectives in Database strand)
English Language Arts
Nutrition
Social Studies

Brief Description of Classroom Setting:

Computer lab is the ideal situation for this project. Students are expected to complete as much of the work as possible in the classroom (graphic organizers, selecting fields for the database, etc.).

SOUTH AND CENTRAL AMERICAN COUNTRIES

Databases

Classroom Information:

Language: Spanish

Language Level: Beginning

Time Needed: 1-2 classes

Grade Level: Grades 5-12

Software: Prepared database on South and Central American Countries

Hardware: Computer

Other Equipment: LCD panel or computer projection device

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Name and describe orally people, places, and things using everyday words and phrases.
- Write familiar words, phrases, and sentences in context.
- Summarize orally and in writing main idea(s) from selected material.
- Locate on a map or globe target countries and their capitals, and identify their major geographical features.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:

This activity gives students an overview of South and Central American countries while affording them the opportunity to practice using number, comparatives and superlatives. Students use a prepared database on South and Central American Countries.

Pre-Activities:

- Using a map of Central and South America, students identify countries north, south, east, and west. They also review such concepts as to the right, to the left, close to, far from.

- Discuss the concept of a database and review examples of databases (e.g., the class is a collection of students, the classroom is a collection of desks and chairs, the file cabinet is a collection of papers or books. Items such as a dictionary, encyclopedia, newspaper, and card catalog can be both print and electronic databases).

- Discuss the production of a database in terms of a person organizing a collection of information in such a way that the information can be found, organized, and displayed in a variety of ways.

- Use the prepared database from the lesson to show students how to find and open the database file, how to enter and edit data, how to move from one field to another as well as from one record to the next, and how to save their work.

Non-Computer Portion Activity:

- Divide the class into groups of five students. Give each group five B-I-G cards (index cards with facts about South and Central American countries relating to size and space to complete the data on the card.) See Figure 1.

B-I-G Card
Name
Capital
Population
Density
Area
Type of Government
Religion
Highest Elevation

Figure 1

- Have the students research the information to complete their cards. They might use their textbooks, an atlas, an almanac, and resources in the media center.

- After the cards are completed, have the student groups use their cards to identify the terms: database, file, record, field. Suggestion: Use cooperative learning strategies of "Turn to Your Partner" or "Stand and Share."

- Discuss the types of information that they can obtain from this database (e.g., country with the greatest area, country with the highest elevation).

- Ask the student groups to arrange the cards from biggest to smallest for:

  a. country area
  b. highest elevation
  c. population

- Conduct a quick review of how to say large numbers in the target language.

- Have the groups read the names and state the corresponding number for the area, elevation, and population of the countries for each grouping. Additional language activities can ask the students to say "The biggest country is...., the smallest country is....., ... is smaller than...., ...is larger than....."

SOUTH AND CENTRAL AMERICAN COUNTRIES

continued... *Databases*

Computer Portion Activity

- Demonstrate how to open the database file, move among records and fields, and enter and edit data in fields.

- Have the student groups enter the data from their Country B-I-G cards into the corresponding database record. Note: Some of the information for each state will already be entered. Since different reference sources may contain slightly differing information, have the students edit any fields of given information from which they found other values. In addition to correcting (editing) their typing mistakes, making these changes in data will be additional practice in editing. Remind them to save their work.

- Have the students combine all their B-I-G cards into one group. Compare this database of cards to the computer database by asking two pairs of students (one using the B-I-G cards and the other using the computer database) to find the records for the country with the "biggest......" (select field of your choice).

- Ask the students to compare the information to make sure the same country was chosen from both databases. Make a sufficient number of comparisons for the students to be able to find the information as easily in the computer database as in the card database.

Lesson adapted from *Computer Skills Curriculum - Databases, 4-8.*

Possibilities for Extension Activities:

- Students can be asked to sort from largest to smallest, or by alphabetical order and report orally to the class.

- Students conduct additional research on their country of assignment using a variety of resources.

- Students create a multimedia presentation to share the information with their classmates and others.

- Students pretend that they are travelling in one of the above countries. They send a postcard home, telling them where they are, where they are going as well as several things about the country they are visiting.

- Students send a letter to an embassy asking for information about the target country.

- Students write 5 questions they would like to ask someone from that country. Questions are e-mailed or shared with a native speaker who responds in person or via audiocassette.

Interdisciplinary Connections:

Computer and Technology Skills (see specific objectives in Database strand)
Information Skills
English Language Arts
Social Studies

Brief Description of Classroom Setting:

Computer lab is best suited for this activity. However, students can complete the majority of this lesson in the classroom while the teacher demonstrates on a computer via a LCD panel or other projection device.

B. Tool Software

- Word Processing
- Desktop Publishing
- Databases
- Spreadsheets
  - Measuring Heat Energy
  - Class Picnic Budget
  - Vocabulary Review/ Deductive Reasoning

MEASURING HEAT ENERGY

Spreadsheets

Classroom Information:

Language: All — *Language Level*: Beginning
Time Needed: Varies — *Grade Level*: Grades 3 and up

Software: Spreadsheet program such as *ClarisWorks, Excel, Microsoft Works*

Hardware: Computer, LCD panel or other projection device

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Name and describe orally people, places, and things using everyday words and phrases.
- Write familiar words, phrases, and sentences in context.
- Ask and answer questions using learned material orally and in writing.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:

This lesson is an introduction to the concept of spreadsheet and charting.

- Use a Celsius thermometer to measure the temperature outside the classroom every time the class meets for one month. Let the students make the measurements and record their data.
- Discuss with the students the variety of graphs (pie, bar, physical, dot, line, etc.). Ask the students to select the graph that would best represent their data and ask them to make a paper graph.
- At this time, the teacher or a student enters the information from the students' graphs into the spreadsheet as the rest of the class follows the work projected on a screen. As the information is entered, students answer questions about the hottest day, the coolest day, the number of days above a given temperature, etc. Teacher reviews and/or introduces new vocabulary and structures needed to talk about the upcoming graph.

  The class makes a graph based on the information from the spreadsheet and the teacher continues asking students questions.

- Explain how the completed graph can show the temperature changes for one month.

- Students, using their own graphs write a few sentences explaining their graphs..

Note: This activity is an especially effective way to introduce students to Celsius.

This lesson is adapted from Science Activities for the Teacher Handbook, Grade 2. NCDPI, 1990.

Possibilities for Extension Activities:

- Chart the temperature changes during different days throughout the school year. Compare the differences among the charts to show how temperatures also change with each season.

- Address the differences in temperatures and seasons between the northern and the southern hemispheres.

- Research the Internet to find out equivalent temperatures in a city in the southern hemisphere and share this data with another site.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Spreadsheets strand)
Science
Social Studies
Math

Brief Description of Classroom Setting:

One computer used in front of the class for presentation purposes.

CLASS PICNIC BUDGET

Spreadsheets

Classroom Information:

Language: All
Language Level: Beginning-Intermediate
Time Needed: One class period
Grade Level: Grades 6-12

Software: Spreadsheet program e.g., *ClarisWorks, Excel, Microsoft Works*

Hardware: Computer

Other Equipment: LCD panel or other projection device

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Name and describe orally people, places, and things using everyday words and phrases.
- Write familiar words, phrases, and sentences in context.
- Ask and answer questions using learned material orally and in writing.
- Demonstrate an awareness of his/her own culture based on comparisons of sample daily activities in the target cultures and his/her own culture.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:

Pre-Activities:

- Brainstorm food items as a class activity. Ask students to organize the generated words into categories which make sense to them using a graphic organizer or other means. Have students share their work with the class.
- Tell the class you are planning a class picnic and need to make a list of the food needed and expense involved.
- Show students some samples of paper spreadsheets (e.g., grocery store receipts, gradebook, statistics).
- Ask students to list some characteristics of the sample paper spreadsheets(e.g., lots of numbers, rows and columns).
- Show the students a sample spreadsheet of foods from the target culture (e.g., column A = number of items, column B = description of items, column C = price), and discuss the kinds of things found in each column, row, cell, formula, etc.

	A	B		C
1	Item #	Description		Price
2	1	Peanut Butter		$1.25
3	2	Bread		$1.16
4	3	Jelly		$1.59
5	4	Milk		$1.85
6			Total:	$5.85

- Ask questions such as:
  How much does the milk cost?
  What costs $1.85?
  What is more expensive, the jelly or the milk?
  What is the total price?
  What is the least expensive food item? How much is it?
  How many containers of milk do we have?
  How much does 1 jar of jelly cost?
  What is in B2, C1, etc.?

***Note:** Teachers may want to incorporate an additional column with prices in the target country.

Activity:

- Organize students in groups of four and ask them to create a database similar to the one used for demonstration. Ask them to plan a class picnic to take place at a specified date and time. Students might want to talk through what they will need and to research the actual prices of the items prior to creating their database.

  Language teachers might want to change from a *class picnic* to a *banquet,* sampling the food from the target countries. Students would then be responsible for collecting money, selecting the menu, purchasing the food, and cooking it.

- Students compare and contrast food prices. Is it more expensive in the US or in the target country. (This step goes beyond converting from dollars to the target monetary system. It involves researching how much those items actually cost in the target culture.)

Lesson adapted from *Computer Skills Curriculum - Spreadsheets*, NCDPI.

Possibilities for Extension Activities:

- Students write a review of their meal.
- Students organize a banquet and sell tickets to community members, parents, administrators, etc.
- Plan a trip to a target country and create a spreadsheet of the estimated costs.

Interdisciplinary Connections:

Computer /Technology Skills (see specific objectives in Spreadsheets strand)
English Language Arts
Math

Brief Description of Classroom Setting:

Groups of 4 students per computer if computer access is limited. In class, demonstration involves one computer with a projection device to display the information for all to see.

VOCABULARY REVIEW/DEDUCTIVE REASONING

J. Michele Burnette, Mills River School, Henderson County *Spreadsheets*

Classroom Information:

Language: Spanish
Time Needed: 5 classes
Language Level: Beginning
Grade Level: Grades 4-5

Software: Spreadsheet program e.g., *ClarisWorks, Spreadsheet Document, Excel, Microsoft Works*

Hardware: Computer

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Name and describe orally people, places, and things using everyday words and phrases.
- Write familiar words, phrases, and sentences in context.
- Ask and answer questions using learned material orally and in writing.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:

Specific objectives for this lesson include:

1. To review vocabulary
2. To practice listening, reading, writing, and speaking
3. To engage students in deductive reasoning skills
4. To help students use a spreadsheet.

- All students enjoy this activity. We spend *one class* writing together very simple deductive reasoning problems. Using a blank chart (see attached sheet) on board or overhead (which will later be transferred to a spreadsheet on the computer), we choose a topic, such as clothing, colors, ages, countries, body parts, emotions, etc.

  Fill in first column with names of people, animals, countries, etc. Then decide what you want someone to figure out about this list. It could be how they are feeling, where they live, habitats for animals such as woods, water, jungle, house, farm, etc. Decide a category and put names across the top. Match them up and then have students write clues in the target language. As each clue is given, put an x in the space that will not apply to that person. If it gives you a direct clue put an "O" in that space and x's in all the spaces around him (for example: if Maria is wearing green you can put an x beside her name for all the other colors and an x for all the other names under green). Continue this way until you have every person figured out using as few clues as possible.

VOCABULARY REVIEW/DEDUCTIVE REASONING

continued... *Spreadsheets*

- Second class: Students have been encouraged to try some of these at home, and in class, they pair up and try to write one. Collect their work and make sure they have done their work correctly.

- Third class: Instruct students in using the spreadsheet (presentation system is great. If a presentation system is not available, children sit in the floor in front of the computer). Sometimes the classroom teacher may have time and be willing to give them a little preview of the spreadsheet document. We learn the most simple spreadsheet skills. We enlarge the width and height of the cells, count out 7 cells down and 7 cells across, fill in names and categories and type the problem we want to solve in a question form in the header section at the top. The 4 or 5 questions are typed on a regular *ClarisWorks* document.

- Fourth class: I have made sure that at least one student knows how to make the chart using the spreadsheet, and the students start making their own charts, two students on each computer while I go on to another unit.

- A class a couple of weeks later: The best part of this activity is the presentation of their problems. When all students have a copy of their problem I make overhead transparencies of them, and each pair of students presents. These are all done in the target language. Students interact a lot as they figure out the problem together. When it is all solved they will ask, "What color is Jane wearing? Is Susan wearing a red shirt? Who is wearing a black shirt, etc."

This is a fantastic review of vocabulary because typically there will be about a dozen problems in each class, each on a different topic. The students love this activity because they think they are so smart, and actually, I think they are too!!!

Possibilities for Extension Activities:

- Topics can be expanded to include social studies, math, literature, etc.

- These deductive reasoning problems can be worked with the third grade. They provide a good experience in preparation for creating them in the fourth and fifth grades.

Interdisciplinary Connections:

Computer and Technology Skills (see specific objectives in Spreadsheets strand)
English Language Arts
Math (problem-solving)

Brief Description of Classroom Setting:

One computer in the classroom and two in the Media Center.

VOCABULARY REVIEW/DEDUCTIVE REASONING

continued...

Spreadsheets

¿ De qué color es la camisa de cada estudiante? (Each student has different color shirt)

Name	**amarillo**	**azul**	**negro**	**gris**	**cafe**	**verde**
Jane						
Susan						
Maria						
Miguel						
Marcos						
David						

Clues:

Jane does not have a yellow or black shirt.
Marcos has a green shirt.
Miguel, Jane, and Maria do not have gray shirts.
Susan has a brown shirt.
Maria does not have a yellow shirt.

Steps to solving problem:

1. First clue: Jane does not have a yellow or black shirt. (Put an x in the boxes next to Jane under yellow and black.)

2. Marcos has a green shirt. (Put 0 in box under green and x's in all the rest of the boxes under green and in the color boxes beside Marcos.)

3. Miguel, Jane and Maria do not have gray shirts. (Put x's in the boxes under gray next to these.)

4. Susan has a brown shirt. (Put 0 in box under brown next to Susan and x's in all other color boxes next to Susan and under brown. This leaves only one space under blue next to Jane, so Jane is wearing blue. Put an 0 next to Susan and x's all the way down under blue.)

5. Maria does not have a yellow shirt. (Put an x beside Maria under yellow. Now we know she has to be wearing black because it is the only empty case. Put an 0 under black for Maria and x's under black for the other people. Now we know that Miguel is wearing yellow because there is only one blank case left. Put an O there and x's in empty spaces under yellow. Then we know that David is wearing gray.)

C. Telecommunication

- WWW
- E~Mail

Telecommunication
WWW and E-Mail

Telecommunication tools help expand the audiences for students' self-expression. With these tools students can establish contact with their peers across town, state, country, or the world. Some options available to students are the use of the Internet (with the World Wide Web, e-mail, and *CU SeeMe*), satellite and/or distance learning programs, TV programs, fax machines, and telephones.

The Internet

The Internet is a network of networks which links computers all over the world. Two of its components are the World Wide Web, also known as the Web or WWW, and E-mail.

Benefits

The Internet benefits teachers and students alike. It offers teachers a seemingly endless source of information to be used for their personal growth and for the presentation of information to the class. At the same time, it profits students by providing authentic learning situations, thus making the curriculum come to life.

Furthermore, it engages the students in their own learning, and it teaches them decision-making and problem-solving skills. "It offers current, interesting, varied and useful information that engages multiple modalities through combined text, sound, and visuals" (Osuna and Meskill, p. 72). Finally, it prepares students for the Information Age by giving them experience with new technological tools and information-related tasks.

The Internet is equally beneficial in the foreign language class. It can expand learning opportunities for foreign language students by involving them in the following classroom activities:

- Information Collection
- Interpersonal Exchanges
- Problem-Solving Projects
- Publication and Dissemination of Information
- Reading Comprehension Projects

Information Collection	It allows students to access quickly, gather, and use relevant and up-to-date information and materials from a variety of sources around the world. Students can be involved in investigating, gathering, compiling, organizing, and comparing different types of information to complete a variety of tasks. Also, it forces students to use critical thinking skills to select the most appropriate information.
Interpersonal Exchanges	It allows for authentic, written (through the keyboard) communication with people in different locations world-wide. Students can share cross-cultural information and observations with their peers, experts, and other native speakers around the world. Students can be involved in those exchanges through e-mail or by joining *chat rooms*, a *chat room* being a place which encourages dialogue among its members. Video and oral communication can also take place through the Internet by using a program such as *CU SeeMe*.
Problem-Solving Projects	It engages students in problem-solving by structuring task-based activities to resolve real problems or by engaging them in the development of projects such as designing a home page.
Publication and Dissemination of Information	It enables users to publish and disseminate information quickly. The creation of web pages or the contribution to existing web pages allows students to share and display their work and projects. It gives them a purpose for writing, and it identifies an audience for their products, purpose and audience being two of the essential elements of good writing programs.
Reading Comprehension Projects	As students are exposed to authentic texts in the target language, they have to make sense of the text by resorting to reading strategies (see section Accessing Authentic Oral and Written Texts). Students can be involved in scavenger treasure hunts or information-gathering activities where they

research pre-identified links for specific information. They can also respond to questions relating to a specific text.

While the texts found on the Web have been designed for native speakers, the tasks involving their access should be focused and structured to help students with lower levels of proficiency.

Designing Internet Activities

Prior to designing Internet activities, Lina Lee (p. 36) suggests taking several steps into consideration.

- ⇒What are the language objectives?
- ⇒Why use the Internet? What are the purposes?
- ⇒What kind of strategies are going to be incorporated?
- ⇒How are the activities and procedures going to be explained to the students to enable them to carry out the activities?
- ⇒How are the outcomes going to be evaluated?
- ⇒Do you have backup plans if connection is not made?

It also helps to know your local computer guru and to have a lot of patience.

Note: While the benefits of incorporating the Internet in the teaching and learning of foreign languages are easy to point out, it is essential to note the difference between teaching with the Internet and simply allowing students to surf the Web without predetermined objectives or purposes in mind.

I. The World Wide Web (WWW)

What Is the Web?

"The Web is one component of the Internet, a set of communication resources (such as e-mail) accessible over telephone lines. It is an interlinked mesh of pages or sites created by private individuals or organizations. The text of a Web page - which is simply a word-processed file - contains invisible codes (HyperText Mark up Language or HTML) that are readable by any computer and that help standardize Web page formatting. HTML permits authors to easily insert mouse-clickable *links* to e-mail forms, to other points on the page, to other files in the directory or to other Web pages.

How to Access it ?

Users access the Web through the Internet via software called a *Web browser* (such as Netscape). The browser screen has space for entering the address, or URL (Universal Resource Locator), of the site to visit.

What Is a URL?

A Web URL is a string of characters beginning with http:// followed by directory path information. Searching for a Web site is facilitated by directories and search engines; *directories* are hierarchical tables of contents to the Web, and *search engines* hunt the Web by means of *keyword* queries" (Finnemann, p. 1).

Web Page Development

Teachers who wish to develop web pages need not be HTML authors (HTML is the text-based markup language that form the structures of web pages). There are several authoring tools on the market which allow teachers to create their own web pages. Some examples are Microsoft *Front Page,* Adobe *PageMill, Homesite 3.0, AOLpress 2.0, Hippie 97,* etc.

Programs such as WordPerfect 8 by Corel allow the author to save the text in HTML format with the click of a mouse button.

II. E-Mail

What Is E-Mail?

E-mail stands for electronic mail. Electronic mail is exchanged through an "Internet service provider" which connects directly the public to the Internet or through colleges and universities.

Receiving or Sending a Message

To receive or send an e-mail, an account must be set up. An e-mail message must have an address in the same way that a letter has an address bearing the name and location of the person to whom the letter is addressed. In an e-mail, the address includes the following components:

- a mailbox name: usually, the username of the account
- the at symbol: @
- the host name: The name of the computer where the mail will be delivered

For example: bmorris@dpi.state.nc.us is my e-mail address. bmorris is my name, @ is a must in all addresses, dpi is my place of work (Department of Public Instruction). If the mail address is not entered exactly as listed, the message will come back saying that it is undeliverable. A missing dot or a misspelling of one of the names will cause the message to be returned.

Advantages of E-Mail

E-mail allows students and teachers alike to join listservs, to correspond and include attachments (including graphics).

González-Bueno (p. 50) documents the benefits of using e-mail as a tool to develop language skills as follows:

(a) greater amount of language;
(b) more variety of topics and language functions;
(c) higher level of language accuracy;
(d) more similarity with oral language;
(e) more student-initiated interactions; and
(f) more personal and expressive use of language.

III. *CU SeeMe*

What Is *CU SeeMe*?

CU SeeMe is a free desktop videoconferencing program available to anyone with a Macintosh or a PC with Windows and a connection to the Internet.

With *CU SeeMe*, you can videoconference with another site located anywhere in the world. It allows multiple parties at different locations to participate in a *CU SeeMe* conference each from his or her own desktop computer. Each participant can be a sender, receiver, or both.

Equipment Needed

CU SeeMe is a shareware program one can get from <http://Cu-SeeMe.cornell.edu>. It runs with a computer, a videoconferencing camera (e.g., QuickCam) and a digitizer. *Cu SeeMe* can be launched directly from Web pages with a Web browser.

Drawbacks

Video and audio quality are not always good. This program is still fairly new, and assistance may be needed to address some of the technical concerns.

Want to Know More

Contact Cornell University (the developer) at the following URL <http://CU-SeeMe.cornell.edu/>, contact your system-level computer coordinator, or access the Global School House at <http://www.gsm.org/>

IV. Distance Learning Programs

Why Distance Learning?

In North Carolina, many foreign language courses are delivered via satellite. This system of delivery is especially helpful for school systems who wish to offer one or two classes of a language (e.g., Latin) but who cannot find a part time teacher, and/or for school systems who have too few students enrolled in a specific class to justify hiring a teacher to teach it.

Delivery

The delivery of distance learning satellite programs can involve two-way interaction or one-way video. To help school systems select distance learning programs, the National Council of State Supervisors of Foreign Languages (NCSSFL) issued a position paper titled *Guidelines for Foreign Language Distance Learning Programs*, 1990 which outlines the characteristics of effective long distance learning programs. The text of this position paper follows.

Concerns

Foreign language educators recognize the rapid growth and contributions of foreign language distance learning programs. Their concerns are:

- The need for distance learning
- Involvement of foreign language specialists in program design and implementation
- Qualifications of the distance learning teachers and on-site facilitators
- Appropriate use of technology

In this position statement, distance learning refers to instruction that relies on the use of telecommunications, rather than an on-site teacher, as the major delivery system for foreign language instruction.

Characteristics

This statement briefly outlines Characteristics of Effective Foreign Language Distance Learning Programs which may be useful to anyone responsible for selecting and implementing distance learning programs.

Need

The need for distance learning

Distance learning classes should be used only when qualified teachers who are proficient in the target language(s) are not available or when qualified teachers want to enrich their programs. For example, distance learning might be a way to offer foreign language instruction in areas of population scarcity or when there are small numbers of potential students.

Involvement of Specialists

Involvement of foreign language specialists in program design and implementation

The expertise of the specialist is needed when considering curriculum, methodology, policies, and mandates. For distance learning to be a viable alternative to conventional classroom instruction, it must be consistent with current research and practice which focus on developing the learner's language proficiency. Proficiency, what the learner can do with the language rather than what he or she knows about it, is the major principle around which today's foreign language teaching and curricula are organized. Distance learning programs must, therefore, provide a mechanism for a major portion of class time to be devoted to meaningful language use and practice and to authentic communication.

Qualifications

Qualifications of the distance learning teachers and on-site facilitators

The distance learning teacher should be an experienced master teacher with proven proficiency in the target language. The classroom facilitator should participate in appropriate in-service activities and should have a working knowledge of the target language or should be committed to learning the language.

Technology

Appropriate use of technology
It is essential that technology be at the service of communication (i.e., acquisition of skills) and not an end in itself. The electronic technology in foreign language distance learning programs should allow for interactive instructional activities (i.e., one-way video and two-way audio-video). Live interaction is essential to quality foreign language teaching and learning.

Considerations

The National Council of State Supervisors of Foreign Languages (NCSSFL) recognizes the potential of distance learning to overcome obstacles of distance, time, and human and material resources that limit access to foreign language learning opportunities. However, if the purpose of a distance learning program is to teach foreign language, then the program must provide instruction that fosters creative interaction both among and between learners and with a native or near-native speaker of the language. This interaction should occur in a range of contexts likely to be encountered in the target culture.

Summary

In summary, when school districts choose distance learning programs due to the limited resources as described above, NCSSFL encourages selection of materials and opportunities which are designed to meet the goals of quality foreign language education.

Guidelines

The following guidelines were designed to address foreign language distance learning programs at the secondary level only.

1. Foreign language distance learning programs offer at least two levels of each foreign language.

2. Foreign language distance learning programs are interactive (two-way audio and video or two-way audio and fax or computer terminal for interactivity) in the foreign language.

3. Foreign language distance learning classes are limited to not more than 10-15 students, or interaction with groups of students is with groups of 12 or fewer students.

4. The program offers a variety of instructional activities to include listening, speaking, reading, and writing skills, as well as social and cultural information.

5. The program provides frequent (daily, if possible, but at least 2-3 times each week) oral interactions between each student and an adult proficient in the target language (i.e., a certified foreign language teacher, a native speaker, or other individual with training in interactive teaching/learning techniques).

6. There is immediate feedback on student oral performance. Program source grades and returns student work (tests, assignments, projects, etc.) within 7-10 school days.

7. Program source is extremely well-organized so that classroom facilitators and students are informed of scheduled activities well in advance. A calendar of lesson objectives, test dates, activities, etc., is printed prior to each semester.

8. Text and printed materials correlated with the distance learning class are used for review, drill, practice, and homework to strengthen the concepts being taught.

9. In addition to all program printed materials, program source provides classroom facilitators recent research on foreign language learning and foreign language teaching methodology.

10. Program source directly involves all schools and students by providing a vehicle for networking with each other and with program source.

11. Each distance learning class is formally evaluated each year. Program source provides data on program effectiveness.

12. The distance learning teacher is an experienced master teacher with proven proficiency in the target language.

13. The program source provides in-service training in course organization, classroom management, and technical aspects of the program for classroom facilitators.

14. Each distance learning class has a classroom facilitator who is a certified teacher (preferably in another foreign language or related field).

15. Classroom facilitators have a working knowledge of the foreign language or are committed to learning the language (with students and/or through college/university classes).

16. School schedule coincides with program schedule.

17. Local education agencies have the facility and permission to tape programs for repetition and reinforcement of instruction.

C. Telecommunication

• WWW

- Letter Writing and Reading
- Turning Pennies Into "Pfennigs"
- Wie Soll Das Wetter Sein?
- "Site" Seeing
- Using Self-Correcting Interactive Online Feedback
- Roman Cuisine
- Exploring Latin on the Web
- Spanish on the 'Net
- Spanish-Speaking Countries
- El Gobierno de España
- A Trip to Pamplona for Sanfermines
- Spanish Art
- La Comida Hispanica

• E-Mail

* Please note that the Internet addresses listed in the following lesson plans may become obsolete at any moment.

HOW TO CREATE A WEB ACTIVITY FOR FOREIGN LANGUAGES

By Maritza M. Osuna and Carla Meskill. "Using the World Wide Web to Integrate Spanish Language and Culture: A Pilot Study." *Language Learning and Technology.*

1. Select a topic.

2. Think about what language functions can be derived from this topic. In other words, what are some of the communicative acts native speakers engage in when dealing with this topic?

3. Think about the cultural component encompassing the communicative process.

4. Choose tasks that integrate language and culture in a natural way.

5. Search the Internet for a web site to match your task.
   - Do a search by country and key word(s) associated with the topic selected.
   - Browse around different sites to find a good match for the tasks. If you are not satisfied, keep searching or adapt your tasks to the information provided at the site.
   - WARNING: Web sites can disappear without notice. Choose a site that is connected to a government agency, a university, a large corporation. This type of site tends to be more reliable.

6. When you write the activity, give clear and specific instructions.

7. Write the activity in the target language.
   If the activity is for novice learners, use the language in a very controlled fashion. That is, use the language learners know, yet go a bit beyond their proficiency level. If the language employed is too challenging, they will be inclined to give up on the task.

8. When writing the activity, take advantage of the multimedia dimensions of the medium. Use picture, graphics, movies, music, etc. Think about what can be accomplished by using a computer as opposed to using a textbook. If possible, write the activity to integrate all the language skills:

   - Reading: Have students read short selections. Check reading comprehension using true/false statements.
   - Writing: Have students write about what they read, complete open-ended questions, react to visuals, etc.
   - Speaking: After the activity is completed, students can discuss, compare and contrast tasks.
   - Listening: There are wonderful musical recordings on the web. Lyrics in the target language can function as a mirror of the target culture. Use them to elicit discussions.

9. Consider the length of the activity. One hour is a good amount of time on task.

10. If your activity is curriculum-based and integrates language with culture, your students will experience linguistic growth, enriched cultural knowledge, and increased motivation.

LETTER WRITING AND READING

Raye Hedden, Marion Elementary School, Shelby City Schools WWW

Classroom Information:

Language: French

Language Level: Beginning (Novice)

Time Needed:

Grade Level: Grade 4

Software: Access to E-mail through *GroupWise* or others

Hardware: Computer with Internet access, printer, overhead projector

Other Equipment: Transparencies

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Name and describe orally people, places, and things using everyday words and phrases.
- Write familiar words, phrases, and sentences in context.
- Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.

Procedures:

The specific objectives of this lesson are to "open the world" to elementary language students so that they will be able to experience international friendships on a personal basis. They will be able to learn of the interests and activities of children their age in Francophone countries. There will also be an enhanced interest in learning the language because of the students' personal interest in the unit.

The students were guided in writing individual pen pal letters in French which included their names, ages, where they live, family, favorite activities, and favorite foods. These letters were mailed to our pen pals in France who wrote individual letters back to each student. When we received the letters from France, the children were given their letters to translate and to tell the class about their pen pals.

Also, the short letters from students at the "Premiers Pas" site <http://www.imaginet.fr/momes> were printed out and distributed to all fourth grade students for more practice in reading French letters. I also made an overhead copy of these so that we could discuss them together. We were able to do a geography lesson here also as we located the places where the children lived in the various Francophone countries.

Because of the short amount of time I have with the students (30 minutes twice a week) and their limited language ability, we were required to use a lot of English for some parts of these activities. However, the benefits of increased excitement in making new friends in other countries and learning about the lives of children their age far exceeded the disadvantage of using English to facilitate these activities!

Possibilities for Extension Activities:

- Discussions and lessons about French culture (food, children's games and activities, money, places of interest in the target country.)
- Students can be asked to read letters they have written on audio tapes to send to their pen pals (in English and in French). *Note: Unfortunately, we were unable to use videotape because of the difference in VCRs in the two countries.
- Students might compile a booklet to include all pen pal letters to share with other students.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Telecommunications strand)
English Language Arts (letter writing)
Geography
Social Studies
Reading (cognates)

Brief Description of Classroom Setting:

Mrs. Hedden teaches French K : 20 min. once a week, 1-2: 20 min. twice a week, 3-5: 30 min. twice a week. She does not have her own classroom. She "floats" to individual classrooms. Each classroom is equipped with six computers, but there is only one Internet site - the library - in each school. With upcoming renovations, one Internet site per classroom is anticipated.

*** Note:** Here are some interesting web sites that I have discovered in my searches for French "connections".
Posting the request for a partner classroom: **http://www.stolaf.edu/network/iecc**
Partner classrooms for middle schools and high schools: **http://www.ecemail.com/ece/**
French children's site: **http://www.imaginet.fr/momes**
French-speaking teachers and pupils:
http://ourworld.compuserve.com/homepages/NOE_education
Touring France: **http://web.cnam.fr**
Tour Paris, Museums: **http://sunsite.unc.edu/louvre**
FLANC: **http://www.wfu.edu/~redmond**
Projects: **http://www.iearn.org**
Canadian Government Educational Site: **http://www.edu.gov.on. ca**

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TURNING PENNIES INTO "PFENNIGS"

Lori Dawn Brown, Clyde A. Erwin High School, Buncombe County Schools WWW

Classroom Information:

Language: German	*Language Level*: Level I
Time Needed: One 90-minute class	*Grade Level*: Grades 9-12

Software: Internet Search Engines, Atlases on CD-ROM if available

Hardware: Computer with Internet access

Other Equipment: Real German money will be needed for this unit

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
- Identify similarities and differences of tangible and intangible products between the target culture and his/her own culture(s).

Procedures:

* This lesson should be set up in stations. See explanation below.*

- Give all students a vocabulary list of German money words (das Geld, der Pfennig, der Schein, etc.).
- Pronounce the words together and hold up the coin as you say each word.
- After vocabulary is clear, divide students up into groups of 2-3, and assign each group a station to go to.

Station #1 - Requires students to do coin rubbings.

Station #2 - Requires students to look at the differences or similarities between German and American money and to make a list of similarities and differences.

Station #3 - Requires students to read a short cultural excerpt about the German currency system and to summarize it.

Station # 4 - Internet. Requires students to go to a web site that does currency conversions. My students have used the site <http://www.olsen.ch/index.html> (There are many sites on the Web that do the same thing as this site. It allows students to type in a US dollar amount and to convert it immediately to German marks.

TURNING PENNIES INTO "PFENNIGS"

continued... WWW

Students' sheets should contain at least ten dollar amounts that are to be converted. For extra practice, ask students to also convert each American amount into Austrian schillings!

Station # 5 - Requires students to convert dollar amounts into German Marks using the old-fashioned way (calculators!). The students' sheet should show them how to convert by setting up a ratio math equation. To make sure that students have calculators, tell them to bring them to class at least two days before you actually conduct this project.

Once all students have completed each assignment at each station, the class discusses the results and identifies the value of the currency as it relates to their life (I could buy X CD for X money, etc).

Possibilities for Extension Activities:

- Have students write out their own lesson plan for other students.
- Have students plan a trip to Germany and use the currency converter to figure out exactly how much American money they will need to cover all German expenses. Itemize all items (travel, hotel, food, etc.).
- Have students create their own currency and a conversion rate.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Telecommunications strand)
Economics and Social Studies
Math
World Geography

Brief Description of Classroom Setting:

I only had four computers with Internet capabilities, which were located in the school's Media Center. Tables in the Media Center were also used to set up each station. The class size was 18 students.

Turning Pennies into Pfennigs

You are to complete each activity below with your group. After you finish at your first assigned station, move to the next one. (if you start at station # 2, move to # 3, etc.). You will need a pencil for station # 1.

Station # 1 - Using the coins provided, do a pencil rubbing of each coin in its appropriate box. Write the actual color of the coin in the box as well.

ein Pfennig	zwei Pfennig	fünf Pfennig	zehn Pfennig
50 Pfennig	eine Mark	zwei Mark	

Station # 2 - Look at the differences and similarities between German and American money and make a list of those.

Station # 3 - Read the following excerpt about the German currency system and summarize it below. (Note to teacher: Any article will do!)

Station # 4 - Internet. Go to the following Web site <http://www.olsen.ch/index.html> and convert the following amounts of American money into German currency. Just follow the steps on the Web. It is easy!

$5= $50= $2000=
$17= $75= $3654=
$25= $135= $500,000=

Station # 5 - Now convert each of the above listed American amounts of money into German marks using your calculator. The easiest way to do it is to multiply your American amount by the current exchange rate (1$ = 1.7 DM). You must write out your equation and answer on this paper!!

WIE SOLL DAS WETTER SEIN?

Helga Fasciano, Hickory High School, Hickory City Schools WWW

German

Classroom Information:

Language: German *Language Level*: Level I
Time Needed: One class (90 min.) *Grade Level:* Grades 9-12

Software: None

Hardware: Computer with Internet access

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Give short oral or written presentations about people, places, and things using everyday words and phrases.
- Identify key words or main idea(s) from oral or written passages.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:

- Access <http://www.hickory.k12.nc.us> go to Hickory High, then to Department and then to German for Ms. Fasciano's web page.
- You and your partner are to select a city from the weather report located at the following site: International Weather <http://www.weather.com/weather/int/>
- Make note of the three day forecast and create your own weather forecast. Make sure you and your partner have equal parts and report the following in your own live forecast for the class:

  1. the highs and lows for each day
  2. the general outlook for each day (fair, rainy, windy?)
  3. recommend activities in keeping with the forecast
  4. remember to greet your audience (name, city, hello, good-bye, etc.)
  5. create props to help with your forecast
  6. Klar, alles auf deutsch, bitte!

Possibilities for Extension Activities:

- Track the forecast of your city for a week and see if there are any parallels to our forecast in the States.
- Record the information on a spreadsheet and graph data.

WIE SOLL DAS WETTER SEIN?

continued... *WWW*

Interdisciplinary Connections:

Communications (presentation skills, TV newscasting)
Computer/Technology Skills (see specific objectives in Telecommunications strand)
Geography
Science (Celsius and meteorology)

Brief Description of Classroom Setting:

There is one computer in the classroom. I usually have groups of three and throughout the lesson will rotate a group to the computer to get their forecast (this will be a pre-activity).

When we go to the computer lab, students get their information in about 20 minutes. Once the information has been gathered, the groups work on their posters and props for the forecast to be presented in front of the class (like a TV weather forecaster) the following day.

"SITE" SEEING

Lori Dawn Brown, Clyde A. Erwin High School, Buncombe County Schools *WWW*

Classroom Information

Language: German
Time Needed: 2-3 90-min. periods
Language Level: Levels II and III
Grade Level: Grades 9-12

Software: Internet Search Engines, Atlases on CD-ROM if available

Hardware: Computer with Internet access

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Identify important people, events, and achievements of the target countries and show their contributions to their own and other cultures.
- Identify major geographical features, cities, and regions of the target countries where the language is spoken and show their relationship to the culture.
- Visit places in person or via technology which provide opportunities to use the target language and/or experience the target culture.

Procedures:

*** Note:** The length of time needed for this project entirely depends on the number of students in the class and the number of Internet hook-ups available to students.

The purpose of this lesson is to allow high school students the opportunity to gain information about specific German cities by using World Wide Web and Internet as the primary research material. The teacher may change this lesson plan to meet his/her students' needs. The steps are quite simple:

- Choose major cities in Germany that you wish for students to explore. These may be located throughout the entire country or primarily in one region within Germany. (For example, if you would like to do a unit on the Rhine River area, assign students cities located only on the Rhine.)
- Divide students into groups of 2-3 and assign each group a city.
- Give students a sheet detailing what is expected for this project, as well as a listing of the top Web sites that will be most useful to them. My students primarily use <http://www.city.net>
- Students should also use books, atlases, CD-ROMs, laserdiscs, etc. to help gather information.
- The sheet that you provide your students should be filled in as they research on the Web, and the information to be found should revolve around topics that are not easily found in books (for example: " Give the name and address of an important movie theater within your city" or "What is the address of the tourist information center located at the city's main train station?" (See examples on next page.)

- While some students are researching on the Internet, others can be finding maps of the city or pictures from other resources.

- Have students turn in sheet with all the answers when they are finished.

Possibilities for Extension Activities:

- Have your students take all of the information found and turn it into a travel brochure for that city.

- Have students do an oral report, a *PowerPoint* or an *HyperStudio* presentation to the class about the city they have researched.

- Have students create a poster or visual aid detailing all the information.

Depending on the language abilities of your students, you may choose for them to do this project entirely in German, or part German and part English. The info. sheet should be in German!!

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Telecommunications strand)
English Language Arts
Social Studies (History, World Geography)

Brief Description of Classroom Setting:

I only had 4 computers with Internet capabilities for students to use. These were located in the media center. Therefore, we spent 3 days in the library taking turns using the computers. Because the Internet often kicked us off, the project took longer than planned. Class size: 18.

"SITE" SEEING

Dear Student,

You have been assigned the German city______ to research. Below is a listing of all the information that you are to find. Some of this information can be found in books, encyclopedias, and atlases, but much of it can ***only*** be found on the Internet. You will definitely find quick information about your city if you do the following:

- Go into the Internet
- Type in the address: http:// www.city.net
- You will see a place in which to type in any city name. Type in your city.
- You will see a list of possible sites come up.

When you have finished gathering all information, you are to turn this form into me and then transfer all information into some type of visual presentation for the class (a poster, a booklet, a travel brochure, etc. Be creative!)

1. Your city is the capital of which German state?
2. How many citizens live in your city?
3. Attach a map of your city.
4. Attach a map of your city within greater Germany. Highlight your city.
5. Attach at least one photo of an important building, person, museum, or event from your city.
6. Have any famous musicians, writers, or artists lived in your city? Who?
7. Has there been any major battle or historical event that took place in your city?
8. What is your city known for? For example, Munich, Germany, is known as the home to Oktoberfest. Does your city have any claims to fame?
9. Give the names, addresses, and telephone numbers of the following places in your city.
   - the main tourist information office (probably at or near the train station)
   - at least two decent hotels in which I could find a room
   - two restaurants with good food
   - two movie theaters
   - the opera house (if there is one)
   - any major or important museums in your city

10. List the major tourist attractions in your city.

11. Finally, is there anything else about your city that you're just dying to tell me?

USING SELF-CORRECTING ONLINE FEEDBACK

Chalice Yehling, Southern High School, Durham Schools WWW

Latin

Classroom Information:

Language: Latin
Language Level: Latin I-IV
Time Needed:
Grade Level: Grades 9-12

Software : Netscape 3.0 (java-enabled) and a text editor

Hardware: IBM compatible computer, Network internet access (tcpip)

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Latin Curriculum:

There are no specific objectives from the NC Latin Curriculum since this lesson is designed to facilitate instruction by having students design their own quizzes.

Procedures:

Go to:
http://www.academyonline.com/academy/athens/latin/script/ask.htm

Possibilities for Extension Activities:

Students can make their own quizzes:

1. Copy one or more of the quizzes and open them up in a text editor.

2. Examine the code used to create the page to determine where input belongs.

3. Create your own quizzes.

Note: Students enjoy writing their own quiz questions once they learn the simple format that these javascript quizzes are written in. If using a text editor turns out to be too difficult, go to http://www.jchelp.com/test2000/test2000.htm and download the TEST2000 quizmaker demo.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Telecommunications strand)

ROMAN CUISINE

Chalice Yehling, Southern High School, Durham Schools *WWW*

Classroom Information:

Language: Latin	*Language Level*: Latin I-IV
Time Needed:	*Grade Level*: Grades 9-12

Software: Netscape 3.0 (java-enabled)

Hardware: IBM compatible computer, Network Internet access (tcpip)

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Latin Curriculum:

- Students demonstrate an understanding of the relationship among the practices, people, and perspective of Greco-Roman culture.
- Visit places in person or via technology which provide opportunities to use the target language and/or experience the target culture.

Procedures:

Go to:
http://www.academyonline.com/academy/athens/latin/cooking.htm

Students research Roman cuisine for the purpose of creating an authentic meal.

Possibilities for Extension Activities:

- Students can research the herb and spice link to create a Roman spice rack (digital pictures can be incorporated at this point).
- Students can translate some of Apicius *De re coquinaria.*
- Students create a recipe book of the meal they are assembling.
- Students create a *PowerPoint* or *HyperStudio* presentation describing the herbs and their uses.

Interdisciplinary Connections:

English Language Arts
Computer/Technology Skills (see specific objectives in Telecommunications strand)
World History

EXPLORING LATIN ON THE WEB

Chalice Yehling, Southern High School, Durham Schools *WWW*

Classroom Information:

Language: Latin *Language Level*: Latin I-IV

Time Needed: *Grade Level*: Grades 9-12

Software: Netscape 3.0 (java-enabled) and a text editor

Hardware: IBM compatible computer, Network Internet access (tcpip)

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Latin Curriculum:

- Relate Latin and Greco-Roman world to other disciplines.
- Visit places in person or via technology which provide opportunities to use the target language and/or experience the target culture.

Procedures:

Go to:
http://www.academyonline.com/academy/athens/latin/etymol.htm

Explore biological, botanical, and dinosaur Latin.

Explore Latin phrases in common English use.

Explore Latin carols, contemporary songs, and even an online Latin journal.

Students can exhibit understanding using a variety of activities and assessments.

Students report on their findings to the rest of the class.

Possibilities for Extension Activities:

Contact via e-mail one of the authors of these web pages with suggestions, additions, and/or questions.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Telecommunications strand)

Brief Description of Classroom Setting:

Not available

SPANISH ON THE 'NET

Fabio Almeida, Sedge Garden School of Science and Mathematics, W-S/Forsyth Schools *WWW*

Classroom Information:

Language: Spanish
Language Level: Beginning
Time Needed: 30 minutes
Grade Level: Grades 3-5

Software: Internet access URL <http://mts.admin.wsfcs.k12.nc.us/Sgarden/spanish.html> or personal page: <http://www.geocities.com/RainForest/Canopy/3341/>

Hardware: Computer

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Name and describe orally people, places, and things using everyday words and phrases.
- Write familiar words, phrases, and sentences in context.
- Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
- Visit places in person or via technology which provide opportunities to use the target language and/or experience the target culture.

Procedures:

The students are gathered around the computer. I give them the URL (web address) of the Spanish learning pages which I have constructed for them (see following pages). I assist them in the process of reaching the site if they have difficulty.

The students read the questions and view the images on the Spanish learning pages, and take turns answering the questions. The students enter the answers directly on the page. After they complete an entire section, they submit the answers to me via the web (see enclosed sample page). Once students responses are submitted, the answers are displayed immediately for them to obtain feedback on their choices. At this point, students may choose to progress to other pages at the Spanish learning site.

Pages on the Spanish learning site at present include:

1. The test page, with questions ranging from animal identification, weather, colors, to simple dialogue.
2. A page in which they practice numbers and counting in Spanish.
3. A page displaying the Spanish alphabet with pronunciation guide.
4. A page on which the planets of the solar system are seen and described in Spanish and English.

Finally, one page invites students to "Explore the World" by following links to Spanish and other international sites from around the globe.

Possibilities for Extension Activities:

This site will continue to evolve and will eventually include many different tests, illustrative pages, sound bites to accompany pronunciation guides, division of material for different grade levels, games, etc.

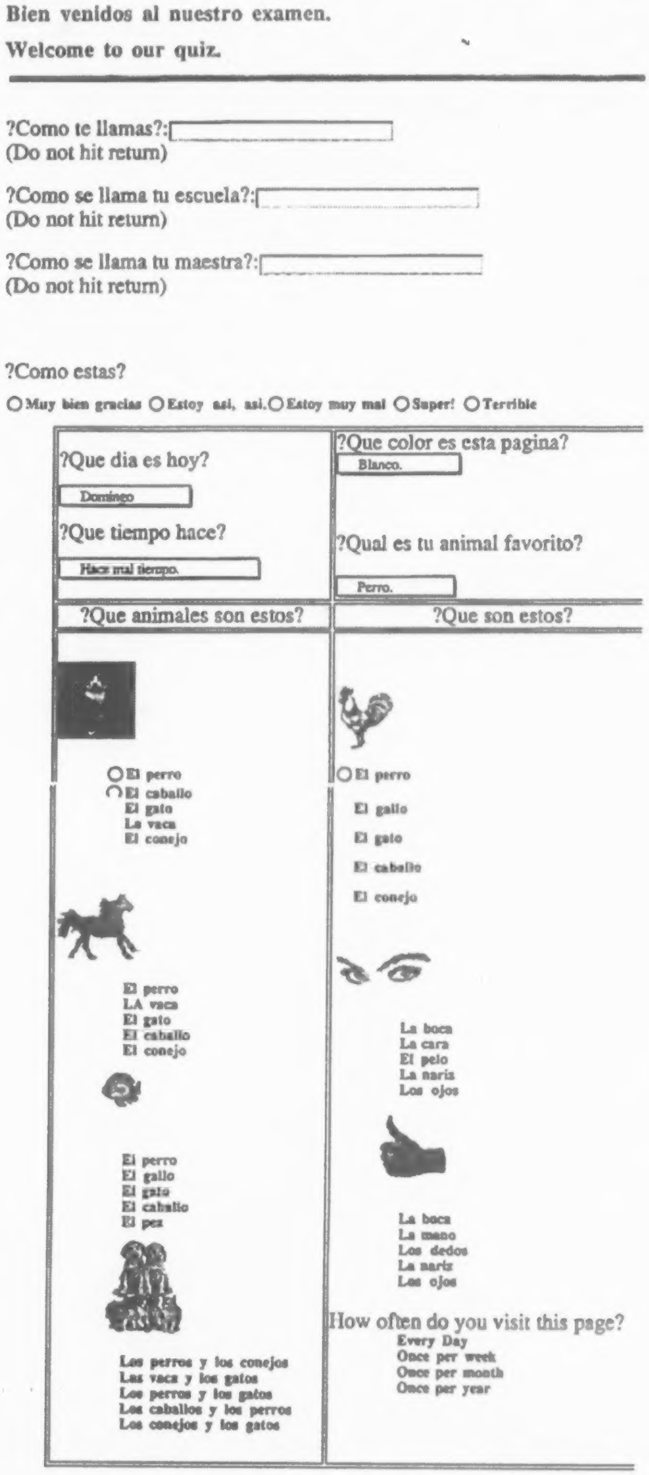
I am also constantly changing and adding new links to the "Explore the World" page. I can foresee the possibility of adding correspondence between our Spanish classes and English classes in other countries. (We have done this extensively in the last two years, and the students would like to do this activity again.)

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Telecommunications strand)
Social Studies (Geography)
Science

Brief Description of Classroom Setting:

Mr. Almeida sees his elementary students 30 minutes twice a week. He does not have his own classroom but instead "floats" to different classrooms to teach the students. Each classroom is equipped with one computer with access to the Net. Mr. Almeida also uses some CD programs with his classes. To manage students' behavior effectively while at the computer, Mr. Almeida selects a good typist to enter the answers and a good speller who spells out the words to be entered by other students; other students are expected to provide the input. Mr. Almeida also organizes his class so that a group of four students can work at the computer while the rest of the class is engaged in another activity.



Bien venidos al nuestro examen.

Welcome to our quiz.

?Como te llamas?: ☐
(Do not hit return)

?Como se llama tu escuela?: ☐
(Do not hit return)

?Como se llama tu maestra?: ☐
(Do not hit return)

?Como estas?

○ Muy bien gracias ○ Estoy asi, asi. ○ Estoy muy mal ○ Super! ○ Terrible

?Que dia es hoy?
Domingo

?Que tiempo hace?
Hace mal tiempo.

?Que color es esta pagina?
Blanco.

?Qual es tu animal favorito?
Perro.

?Que animales son estos?

○ El perro
○ El caballo
El gato
La vaca
El conejo

El perro
LA vaca
El gato
El caballo
El conejo

El perro
El gallo
El gato
El caballo
El pez

Los perros y los conejos
Las vaca y los gatos
Los perros y los gatos
Los caballos y los perros
Los conejos y los gatos

?Que son estos?

○ El perro
El gallo
El gato
El caballo
El conejo

La boca
La cara
El pelo
La nariz
Los ojos

La boca
La mano
Los dedos
La nariz
Los ojos

How often do you visit this page?
Every Day
Once per week
Once per month
Once per year

SPANISH SPEAKING COUNTRIES

Oriel Rodriquez, Hunters Creek Middle School, Onslow County Schools WWW

Classroom Information:

Language: Spanish *Language Level*: Beginning
Time Needed: Adaptable to own situation *Grade Level*: Grades 7-8

Software: Browser (Netscape or Internet Explorer 3.0 or higher)

Hardware: Computer with Internet access

Other Equipment: Computer connection to a TV monitor or through the overhead projector or as a best choice a regular computer projector

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Ask and answer questions using learned materials orally and in writing.
- Name and describe orally people, places, and things using everyday words and phrases.
- Write familiar words, phrases, and sentences in context.
- Identify the similarities and differences of tangible and intangible products between the target cultures and his/her own culture.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
- Visit places in person or via technology which provide opportunities to use the target language and/or experience the target culture.

Procedures:

Assumptions:
a. Students know how to browse the World Wide Web, although most of the links will be provided in order to minimize the time used on-line.
b. Spanish-speaking countries and their locations have been taught.
c. Students have been exposed to Celsius and Fahrenheit scales.

Day One:

- Review Spanish-speaking countries and their locations.
- Refer to the seasons in the Northern Hemisphere (Hemisferio Norte) and in the Southern Hemisphere (Hemisferio Sur). Point out that they are opposite.
- Refer to the dry and rainy seasons in the Tropic (el Trópico).
- The whole class can be exposed to the Internet session if appropriate size of monitor is available (either computer monitor or TV monitor connected to the computer); otherwise the class should be divided in two and take turns.

SPANISH SPEAKING COUNTRIES

continued.... *WWW*

- While one group works on-line, the other may work on another other kind of activity related to the same topic.

- Use links to places in the Northern Hemisphere (many refer to Mexico and the United States), on-line media such as newspapers and magazines or any other source of information showing the weather and temperatures.

- Use links to places in the Southern Hemisphere (may refer to the countries on southern South America to show the opposite seasons and weather and thus notice the difference in temperatures).

- Use links to places in the Tropics (may refer to the Caribbean, Central America, and Northern South America).

- At this point students should have recorded the temperatures in the three regions (Northern and Southern Hemisphere and the Tropics). They can compare the differences and perhaps infer what the season is in each site.

- Students will have noted the difference in temperature scale used in the countries. At the end of the session, awareness should be raised about the critical points of temperature:
  O degree Celsius = 32 degrees Fahrenheit
  Comfortable temperatures for outdoors, beach, etc. in both scales
  37 degrees Celsius = 100 degrees Fahrenheit

Day Two

- Use same or other links to sources of information referring to the kind of money used in different Spanish-speaking countries.

Use a link to the "Money Calculator On-Line, or other sources.

Special Drawing Rights (SDRs)
<http://www.imf.org/external/np/tre/sdr/sdr.htm>

Treasurer's Department
<http://www.imf.org/external/np/tre/sdr/drates/0701.htm>

New York Federal Reserve Bank for customs purposes
<http://www.ny.frb.org:/pihome/mktrates/forex12.shtml>

- Make a list of the different monetary units and the exchange rate.

- Compare the exchange rate of American money with other countries' money.
  Use appropriate math operations to calculate the exchange.

*Note: I write a web site where the links are kept handy: "Mr. Rodriguez's Virtual Spanish Classroom" <http://www.nternet.net/~ayax/SPANISH.html>

Before and after the Internet session experience, vocabulary and question words are generated. Answers are found in the links. Depending on the students' level of proficiency the teacher can generate short paragraphs and questions for students to read and answer, or the students themselves individually or in small groups, can write short paragraphs.

Possibilities for Extension Activities:

- Students may check the country sites at different times in the year to point out noticeable change of seasons and temperatures.
- Students may keep a log of the variation of temperatures per regions and seasons. They may use a spreadsheet to do this.
- Students may graph their results or may record them in a spreadsheet or database.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Telecommunications strand)
English Language Arts: Writing
Math: Working with equivalencies, Celsius to Fahrenheit, monetary units from one currency to another

Brief Description of Classroom Setting:

For most schools, the only option may be one Internet connection, in one particular location. For this set-up, teachers need to make reservations for their classes to work with the Internet.

However, students, in pairs, can be sent to the Internet computer to retrieve the information, print it out, bring it to the Spanish classroom, and share it with the help of the teacher if it is needed.

Projects can be assigned for small groups on their own to retrieve the information and then present it.

*Note: In my community, 20% to 30% (or more) of the students have Internet access at home. I send a letter home requesting parental approval for students to use the Internet to complete their research at home.

EL GOBIERNO DE ESPAÑA

Evangelin C. Wall, Atkins Middle School, W-S/Forsyth Schools — *WWW*

Classroom Information:

Language: Spanish	*Language Level*: Levels 1-A, 1-B, II, III
Time Needed: 30 + minutes	*Grade Level*: Grades 6-10

Software: Browser (Netscape or Internet Explorer)

Hardware: Computer with Internet access, printer

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Identify people and products and their importance to the target culture.
- Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
- Write familiar words, phrases, and sentences in context.
- Name and describe orally people, places, and things using everyday words and phrases.
- Visit places in person or via technology which provide opportunities to use the target language and/or experience the target culture.

Procedures:

- Students connect with Internet site, *Bienvenidos a España* through the University of Toledo, Spain <http://www.forlang.utoledo.edu/COURSES/SPN2140/Spain.HTML>

- Using the *perfil de España y su gente*, students answer a few questions about Spain. (See attached).

- Students then continue to the next page of Spain.HTML and select *El nuevo gobierno de España* from the hotlinks. Here they find pictures and the names of the president and members of his cabinet. The attached sheet asks them to answer five questions about these posts and to create five sentences about these cabinet members. The students can click on any of these cabinet members and learn about their personal and professional lives. Have students compare these posts with those of our own government.

- Return to the hotlinks and select an article to investigate. Recipes, the *periodico ABC*, articles on pop or rock music in Spain, holy week in Seville, or the fair in Seville are good websites. Have them jot down or discuss their findings. Remind them that they are not expected to understand everything they find but rather to see what they can recognize in the target language.

* Note: To use with exploratory or early beginning level students, you could create a matching exercise or use the attached.

For IB or 2A students, pretend these cabinet members used to hold the post in past years or that they had campaigned for the office. Students then tell about them in the proper time reference, using the character profiles for each candidate.

Possibilities for Extension Activities:

- In the *ABC* hotlink, there are many current sports opportunities. Also, you could compare their rock singers with our rock singers.
- In the recipes and food of Spain sections, there are opportunities to identify foods, teach measurement, or even cook.

Interdisciplinary Connections:

Computer and Technology Skills (see specific objectives in Telecommunications strand)
English Language Arts
Math
Social Studies (World Cultures, World Geography)

Brief Description of Classroom Setting:

You can group two students per computer. If cooking, the teacher can print out the recipe for every group.

EL GOBIERNO DE ESPAÑA

continued...

WWW

Assignment: España

I. Spanish 1-A and Spanish 1-B

Answer the following questions from this webpage:
Website: http://www.forlang.utoledo.edu/COURSES/SPN2140/Spain.HTML

1. ¿Qué son las ciudades principales de España?
2. ¿Qué es la moneda de España?
3. ¿Qué tipo de gobierno tiene España?
4. ¿Quién es el jefe de estado de España?
5. ¿Cuántas personas viven en España?

II. Spanish 1-B

Select *El nuevo gobierno de España.* This website is:
http://www.el-mundo.es/documentos/gobeirnoaznar/nuevogobierno.html

Pretend this is an old document and use preterit tense.
Write 10 sentences describing any 10 of the cabinet members and describe the office they held *el año pasado (ejemplo: El año pasado Javier Arenas fue el director de Trabajo y Asuntos Sociales.*)

Return to the main website and open any file (recipes, newspaper, music).
Write 3-5 sentences describing what you understood about what you read.
Make sure you identify the article you read.

III. Spanish IA

http://www.el-mundo.es/documentos/gobeirnoaznar/nuevogobierno.html
Write 3-5 sentences answering the following questions:

1. ¿Quién es el presidente?
2. ¿Quién es el director de Defensa?
3. ¿Quién es el jefe de Justicia?
4. ¿Es el director de Agricultura un hombre o una mujer?
5. ¿Quién es el director de Agricultura?

Go back to the main web page, choose a sub-article and tell 2 things you learned from it.

Nombre oficial:	Reine de España
Extensión:	504.782 kilómetros cuadrados (más o menos dos veces el tamaño de Oregon
Ciudades principales:	Madrid(capital), Barcelona, Valencia y Sevilla
Moneda:	Peseta
Población:	39.404.348 (julio 1995)
Grupos étnicos:	grupos mediterraneos y nórdicos
Idiomas:	el castellano (lengua oficial), el catalán, el gallego y el vascuence (son lenguas oficiales de las comunidades autónomas de Cataluña, Galicia y el País vasco, respectivamente)
Fiesta nacional:	12 de octubre
Forma de gobierno:	Monarquía Parlimentaria
Jefe de estado:	El Rey Juan Carlos I (22 de noviembre de 1975
Jefe de gobierno:	José María AZNAR López
Exportación principal:	equipos de transporte

➲ Las vistas turísticas de Sevilla ➲ Las fiestas folklóricas de Sevilla

➲ Granada ➲ La Alhambra y el Generalife

➲ Córdoba ➲ Vistas turísticas de Córdoba

➲ Recetas españolas

➲ Periódico español: *ABC* ➲ Periódico español: *El Periódico*

➲ Periódico español: *El país* ➲ Periódico español: Noticias en español del BBC

➲ Música pop española ➲ Música rock española

➲ El nuevo gobierno de España

➲ Semana Santa en Sevilla ➲ Feria de abril en Sevilla

➲ San Fermín ➲ Las Fallas

➲ Flamenco ➲ La corrida de toro

➲ Gaudí y sus obras ➲ La Barcelona de Gaudí

➲ Para volver al principio de la página

MUSEOS, PINTORES Y PINTURAS:

(Paciencia: Estos se van a demorar un poco)

➲ Museo del Prado

➲ Museo Nacional Centro de Arte Reina Sofía

Salvador Dalí:

➲ Salvador Dalí

➲ *The Metamorphosis of Narcissus* ➲ *Sleep*

Goya:

➲ *La Vendimia* ➲ *El 3 de mayo en Madrid: Los fusilamientos de la montaña*

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EL NUEVO GOBIERNO

Presidente del Gobierno
José Maria Aznar

Vicepresidente
Ministro de
la Presidencia
Francisco Alvarez Cascos

Vicepresidente
Economía y Hacienda
Rodrigo Rato

Asuntos
Exteriores
Abel Matutes

Justicia
Margarita Mariscal

Defensa
Eduardo Serra

Interior
Jaime Mayor Oreja

Fomento
Rafael Arias
Salgado

Cultura y Educación
Esperanza Aguirre

Trabajo y Asuntos
Sociales
Javier Arenas

Industria, Energía y
Turismo
Josep Piqué

Agricultura
Loyola de Palacio

Administraciones
Públicas
Mariano Rajoy

Sanidad
J.M Romay Beccaria

Medio Ambiente
Isabel Tocino

A TRIP TO PAMPLONA FOR SANFERMINES

Tammy Kasserman, East Bend Elementary School, Yadkin County Schools *WWW and Videos*

Classroom Information:
Language: Spanish *Language Level:* Novice High
Time Needed: 2-4 weeks *Grade Level:* Grade 8

Software: Video tape of *The Running of the Bulls*

Hardware: Computer with Internet access, VCR and Television

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Ask and answer questions using learned material orally and in writing.
- Write familiar words, phrases, and sentences in context.
- Explore aspects of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
- Develop an appreciation of cultural differences by comparing simple patterns of behaviors or interaction in cultural setting.
- Visit places in person or via technology which provide opportunities to use the target language and/or experience the target culture.

Procedures:

I. Planning our itinerary

Standards: Communication, Culture, Connections, Comparisons

Benchmarks (Numeration based on National Standards document):
1.1 Students engage in brief conversations in Spanish to find out how to get from one location to the next.
3.2 Students use the twenty-four-hour clock to tell time.

Tasks:

- Students access the *Pamplona: Sightseeing* and decide where they would like to visit (see copy of web page enclosed). <http://www.red2000.com/spain/pamplona/sight.html>
- In writing, students plan an itinerary utilizing the twenty-four-hour clock.
- Student hear a tour bus schedule and fill out the handout to know what times the routes go to different places.
- Students ask each other directions using a map.

A TRIP TO PAMPLONA FOR SANFERMINES

Awareness:
- Extensiveness of the public transportation system in Spain.
- Use of the twenty-four-hour clock.
- Willingness of everyone to help give directions.

Feedback:
- Students' worksheets
- Class discussions

Scoring Criteria:
- Rubrics
- Checklist (see enclosed)

PAMPLONA: SIGHTSEEING

continued... *WWW*

Pamplona proves to us that a medieval town can be adapted to the needings of our century without damaging its integrity.

The 16th century town-walls, which enclose wide areas of the urbanization still today, are impressing. They are, in a way, the backbone of the town and serve to the visitor as orientation for his walks through Pamplona. Alongside them we find nice parks, wide avenues and the oldest monuments.

Pamplona Taurina

Let's start with **Plaza de Toros,** the bullring, located at the end of the town-walls close to *Arga* river. Its tradition has made Pamplona world-famous, not least because of the books of *Hemingway.* It is the location of some of Spain's most important bullfights, specially during the festival of San Fermin, a spectacular event that leads thousands of tourists to Pamplona each year. Close to the bullring is the square of **Plaza de Castillo,** where bullfights took place up to 1893. Today you may visit one of the beautiful cafeterias on this square that in a way is the "heart of town", and feel like Hemingway who liked to sit in there when he was in Pamplona.

The Cathedral

Pamplona's gothic cathedral, built between 1397 and 1530, with an 18th century neoclassical façade by *Ventura Rodriguez* is listed among the most important religious buildings of Spain. Most valuable is *claustrum.* In the central nave there is the *Kings' Mausoleum* of alabaster, built in 1415. Remarkable are as well its 15th century altar, the 14th century *Barbanza* chapel, the *Fuente de la Cruz* with the tombs of the *Counts of Gades,* the *"Adoration by the Kings "* and the relics of *Holy Sepulchre and Lignum Crucis* in its museum.

The Parks along the River

In the beautiful **Tejera Park,** close to the most monumental part of Pamplona, there are the towers of the town-walls and the square of *Plaza de Santa Maria la Real,* with the baroque *Archieopiscopal Palais.* Following the walls you arrive to **Puerta de Zumalacárregui,** one of the six old doors of the town, and the **Park of Santo Domingo.** Close to it there is the **town-hall,** with a baroque façade, the **Seminar of San Juan Bautista,** with the *Sarrasate Museum* and the **Town's Archive,** where is conserved the famous document *Fuero,* a medieval privilege of 1129.

The "Burgos"

Pamplona originally consisted of three small fortificated towns ("burgos"), which frequently were in war one with each other. The King of Navarra *Charles III* decided in 1423 to unite them.

The churches of those three original towns are still conserved: **San Cénin,** from 13th century, **San Nicolás,** and **Santo Domingo.**

At the square of Plaza de los Burgos is located the Hotel de la Villa, with an interesting baroque façade, certainly one of the more characteristic monuments of Pamplona. Close to it there is the church of **San Saturnino.**

A 15th century hospital with a beautiful *plateresque* portal is used as **Museum of Navarra.** It exposes archaeological rests from neolithic period to the Goth' epoch, extraordinary gothic wall-paintings and a valuable 11th century Moorish casket from the *Monastery of Leyre.*

PAMPLONA: FIESTAS AND FOLKLORE

continued... *WWW*

The festival of **San Fermin** is by far the best known event taking place in Pamplona. TV-spectators in all the world are surprised, impressed or shocked each year when they watch the spectacle of bulls running through the streets of the town and hundreds of young men, usually dressed in traditional white shirts and red belts, ahead of them. Taking this challenge frequently ends in blood and tears. *Hemingway* was deeply impressed by Pamplona's *Sanfermines*, as by the tradition of bullfighting in general, and reports on it in several of his books. The way through the town leads to the bullring, where in the evening of the same day are celebrated some of the most important bullfights of all the season, with the very best *toreros*. The spectacle as described above takes place on the first day of the festival, on **July, 7th.** During the following week all Pamplona is the scenery of an enormous party, with dancing and singing and drinking - it is certainly the most exciting week of all the year.

Although the *Sanfermines* of Pamplona are the best known event of that kind, there are similar festivals in several of the villages around: in *Tudela* from July, 24th to 28th, in *Estella* from the first Saturday in August, in *Tafalla* from August, 15th to 20th, and in *Sanguesa* from September, 11th to 17th.

Another very interesting tradition in the province is the ***"Ceremonia del Tributo de las tres Vacas"*****, in Roncal valley, on July, 13th.** A contract from 1375 obligates the inhabitants of the french *Baretous* valley to pay an annual tribute in form of three cows to the people of *Piedra San Martin.* The ceremony is executed by the town-mayors, in medieval gowns.

On **May, 25th** takes place a festival of traditional regional dances, called **Baile de la Era**, in **Estella**.

On **June, 24th**, pilgrims of all the region come together in a cave close to the *Hermitage of San Juan de Xar,* in *Yanci,* to wash themselves in the water of its three springs. Illnesses are said to be cured by that in a miraculous way.

Pamplona/Index \ Sightseeing \ Gastronomy \ Night Life \ Excursions \ Fiestas and Folklore \ Photo Tour

200

Going to the Sanfermines Checklist

Did I really learn today? (Si/No)

1. Did I decide which places in Pamplona I would like to visit?
2. Did I plan my itinerary according to the directions?
3. Did I use the twenty-four-hour clock to write my responses?
4. Did I communicate clearly with my partner when trying to give him/her directions?
5. Was I easy to get along when working in a group?
6. Did I ask questions clearly using the conversational skills we practiced in class?
7. Did I listen carefully to the bus schedule and find out where I was supposed to go and at what time?
8. Did I participate in class discussions?

¿Como se llama?

¿Como se llama su profesora?

¿Cual es la fecha de hoy?

II. Making postcards

Standards: Communication, Culture, Connection, Comparison

Benchmarks (Numeration based on National Standards document):

1.1 Students express their feelings about their experiences in Pamplona, Spain
2.1 Students demonstrate an understanding of the target culture when designing a Spanish-style postcard.
3.1 Students reinforce their artistic skills when choosing a scene from San Fermín to illustrate their postcard.
4.2 Students demonstrate an understanding of the practices and perspectives of the Spanish culture.

Tasks:

- Students choose a scene from San Fermín festival to illustrate their postcard.
- Students write a brief description of the picture in the back-left, top-corner in Spanish.
- Students draw a stamp taking into account the cultural designs of the Spanish stamps.
- Students include a Spanish return address.
- Students write their parents about their experiences in Pamplona in Spanish.
- Students share their postcards with the rest of the class.

Awareness:

- Spanish addresses
- Postcard format

Feedback

- Worksheets

Scoring Criteria

- Rubrics

Possibilities for Extension Activities:

Students can do a travelogue using a desktop publishing program, a multimedia program such as *HyperStudio,* videos, or a series of digital images. They share their presentation with different audiences (parents, other classes, students in different countries, etc.).

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Telecommunications strand)
Multicultural Awareness
Social Studies (Geography)

Brief Description of Classroom Setting:

I have student-generated posters around the class and a TV which is readily available. The Optimum class size for this activity is 15-20 students.

SPANISH ART

Nancy DeLargy, Watauga High School, Watauga County Schools WWW

Classroom Information:

Language: Spanish

Language Level: Spanish I-IV

Time Needed: Three 50-60 min. classes

Grade Level: Grades 9-12

Software: Netscape or Internet Explorer

Hardware: Computer with Internet connection

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Identify important people, events, and achievements of the target countries and show their contributions to their own and other cultures.
- Visit places in person or via technology which provide opportunties to use the target language and/or experience the target culture.

Procedures:

Website address: http://www.kn.pacbell.com/wired/fil/pages/huntelarte.html

- Load the website on each computer for easy student access. (Either bookmark or under Favorites)

- Print out and laminate color pictures of the paintings. Hang the pictures for student viewing or view pictures from laserdisc. Write the six questions on the board in the lab. The six questions are found on the Internet Treasure Hunt (see end of lesson for questions).

Day 1

- Go to the Internet. Introduce the website by reading it with students. Students answer the six questions orally.

Day 2

- Students answer questions on the worksheets (see following pages).

Day 3

- Students complete worksheets and answer the big question (yes/no and how?).

Possibilities for Extension Activities:

- Students prepare a *PowerPoint* presentation.

- Students create a one-page newsletter on painters using *Microsoft Publisher.*

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SPANISH ART

continued...

WWW

- Students write biographical sketches of artists.
- Students report data on a painting which is a class favorite.
- Students research other Spanish-speaking painters (e.g., David Siquieros, Pablo Picasso, Erida Kahlo, Diego Rivera, Salvador Dali, Joan Miro, Fernando Botero, Perez Celis, Francisco de Zurbarán).

Interdisciplinary Connections:

Art
Computer/Technology Skills (see specific objectives in Telecommunications strand)
Information Skills
Social Studies (World Cultures)

Brief Description of Classroom Setting:

28 computers in a lab setting and 1 computer in a classroom setting set up as learning center.

Señorita DeLargy's Worksheet for El Arte

A. Which Spanish painting shows:

1. The young prince ________________
2. The man with water ________________
3. The noble being buried in a church ________________

B. Which Spanish artist works show:

1. Things and people in a distorted view ________________
2. Colors and lighting showing reality ________________
3. Human form in spiritualized manner ________________
4. Scenes that are pastoral in nature ________________
5. The human body in realistic portrayal ________________
6. Symbolism with light and darkness ________________

C. Match the following:

1. The burial of the Count of Orgaz
2. El Greco
3. Velazquez
4. Goya
5. Toledo

a. painter of rural life
b. home of El Greco
c. Domenikos Theotokokpoulos
d. father of Spanish realism
e. mystical painting

D. Complete the following:

1. Velazquez is to realism as El Greco is to--- ________________
2. Country life is to --- as court life is to Velazquez ________________
3. Governor is to El Greco as --- is to Velazquez ________________
4. Madrid is to Velazquez as Toledo is to--- ________________

SPANISH ART

continued... *WWW*

E. Name the Spanish artist that would:

1. Paint peasants at work and play
2. Use a horse for exact proportion
3. Attend a grand church ceremony

F. Which Spanish artist works could:

1. Show how country people live and work
2. Show things as they really are
3. Decorate a Catholic cathedral

Which painting is your favorite?

Who is the artist?

Tell what the painting is about and why you like it

H. Answer the following questions

1. Where was Francisco de Goya born?
2. Where did Francisco de Goya work?
3. Who sponsored El Greco?
4. Who worked at the Royal Palace?
5. Where was the Royal Palace?
6. What century was El Greco associated with?
7. What century was Velazquez associated with?

SPANISH ART

continued... *WWW*

8. What century was Velazquez associated with? ________________________

9. In what museum and city is Don Manuel Osorio de Zuniga? ________________________

10. In what museum and city is the Parasol? ________________________

11. In what museum and city is the Water Carrier of Seville? ________________________

12. Where is the Burial of the Count of Orgaz? ________________________

Buscalo / (el arte)

an Internet Treasure Hunt on el arte

created by Nancy DeLargy
Watauga High School

Introduction \ The Questions \ Internet Resources

Introduction

Think about the many different ways people decorate their living rooms. Porcelain figurines and plates, oil paintings, watercolors, woven wall hangings, photographs, posters, mobiles, and many other objects should enter your mind. 'Should a painting be like a photograph, showing exact and true-to-life details, or should it be abstract?' 'Should artists focus only on pretty subjects?' Below is a list of questions about the topic of this page. Surf the Internet links on this page to find answers to the questions. Have fun and don't forget to answer the big question.

Questions

1. Which of these artists was actually Greek and what was his real name?
2. What is happening in this painting, 'The Burial of the Count of Orgaz'?
3. What was Diego Velazquez's occupation?
4. Francisco de Goya was famous for two styles of art. What are they called?
5. 'The Parasol', one of Goya's most famous paintings, is located in which Spanish Museum?
6. Francisco de Goya became discouraged with the cruelty around him in Spain. He moved to another European country. Which one?

The Internet Resources

- *Goya*
- *Tres Artistas Grandes*
- *Goya*
- *El Greco*
- *Diego Velazquez*
- *Goya*

The Big Question

'Is an artwork ever used to send a message to the public?'

LA COMIDA HISPANICA (HISPANIC FOOD)

Beverley Cinch, Woodmont High School, South Carolina *WWW*

Classroom Information:

Language: Spanish
Time Needed: 1 hour
Language Level: Levels I and II
Grade Level: Grades 9-12

Software: Desktop Publishing Program or Word Processor

Hardware: Computer with access to the Internet, printer

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Demonstrate understanding of some oral and written idiomatic expressions, phrases, sentences and passages.
- Identify main idea(s) and some details from simple oral and written passages about familiar topics.
- Identify and process information and skills that are common to the foreign language class and other disciplines.
- Visit places in person or via technology which provide opportunties to use the target language and/or experience the target culture.

Procedures:

Now that we have learned various Hispanic foods and drinks, we shall try our hand with the Internet to find recipes.

In this activity we will be visiting web sites for traditional recipes of the Hispanic world.

- Go to WWW site: La Comida
  http://mexico.udg.mx/cocina/home.html

- Select a recipe area and click on it (place the pointer on the item, the pointer becomes a hand, and then click your mouse)

  Here you will find a description of the different types of recipes. Click on it.

(You could also look particularly for typical dishes (Platillos Tipícos de México). Click on it. On this page you will find a listing of the states in Mexico. Choose an area and write it down.)

- Browse through the various recipes listed by clicking on to each one individually. After reading it, hit the BACK key (at the top of the screen) to return to any of your previous listing. Then click onto another.

- Choose the recipe which is of most interest to you and click on it again.
- Print your recipe on the printer, or copy it long-hand if the printer is not available.

  (You could also cut and paste your text if you are submitting your work on-line. Then paste into the box at the bottom of the page. On-line Responses.)
- Return to your listing by hitting the BACK key. Then click onto the particular state/city from which your recipe came.
- You are now on the state/city page, which should provide general geographical information needed to complete the activity.
- Print out this information or copy long-hand.

Possibilities for Extension Activities:

- Compile a shopping list of the foods needed to cook this recipe. Write long-hand or on the computer if you have one at home. Next to each item write the locations where you would purchase the different items.
- Make a recipe book (use a desktop publishing program) including pictures (can use a digital camera) and try out the recipes.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Telecommunications strand)
English Language Art
Information Skills

C. Telecommunication

- WWW
- E-Mail

- Me and My Community
- Internet Use and Pen Pals
- Individual Pen Pals
- Un Echange Electronique Franco-Américain
- Culture

ME AND MY COMMUNITY

E-Mail

Classroom Information:

Language: All	*Language Level*: Levels II and up
Time Needed:	*Grade Level*: Grades 9-12

Software: Word-processing program, multimedia programs such as *HyperStudio* or *PowerPoint*

Hardware: Computer with Internet access, printer, camcorder, tape recorder, digital camera

Other Equipment: Audio and video cassette

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Give oral and written presentations about people, places, things, and events using simple sentences and paragraphs.
- Demonstrate understanding of some oral and written idiomatic expressions, phrases, sentences and passages.
- Identify main idea(s) and some details from simple oral and written passages about familiar topics.
- Identify major geographical features, cities, and regions of the countries where the language is spoken and show their relationship to the culture.
- Visit places in person or via technology which provide opportunties to use the target language and/or experience the target cultures.
- Identify and process information and skills that are common to the foreign language class and other disciplines.

Procedures:

- Since this is a unit on community, students brainstorm a list of questions pertaining to the community they would like to ask of their counterparts in another town, state, or country.

  Students include the question "What do you want to know about our community?"

- Students e-mail the questions or send them through regular (snail) mail. They may choose to send those questions to students in one town or they may want to venture and send them to people in different locations in the target country or to different countries. Sending the questions to countries where the language is spoken is optimum. However, if this is not an option, students can pair up with a school in an other area where the foreign language is taught as long as the communication takes place in the target language.

- Students collect the responses to their question, "What do you want to know about our community?" They read and share them with the rest of the class and begin to organize the questions into topics. (Because several days may elapse before students get a response, the teacher will begin a unit of study of the particular country or region in which the corresponding students live.)

- In groups, students select a special topic related to their own community as suggested by the key pals or pen pals (e.g., location and climate, history, tourist attractions, foods and animals indigenous to the area) for the purpose of conveying this information back to their e-mail pal or pen pals.

- Students begin researching and collecting information on their selected topics using on-line searches, CD-Rom resources, and World Wide Webs.

- Students videotape special features of their local community, they record some oral history from grandparents or older people in the community, and they take snapshots of buildings, foods, etc. using digital cameras.

- Students organize their research and develop a presentation to be made to their classmates prior to sending it to their e-mail pals or pen pals. In developing their presentation. Students can use the following:

  Graphic software to make charts and graphs
  Word Processor to make their presentation
  HyperStudio to present travelogue
  PageMaker to do desktop publishing

- Students prepare a package of items indigenous to their own area and mail it to their counterparts along with a brief explanation about each item and a request for comments.

Possibilities for Extension Activities:

- Students collect and organize the responses to their questions about the communities from their key and/or pen pals. According to the number of responses received, they may want to develop a data base to collect and organize this data.

- Students share their newfound knowledge about other communities with other classes in their schools, in feeder schools, in their communities, and in a variety of programs (PTA or PTO, International Festivals, School Boards, TV shows, etc.).

Interdisciplinary Connections:

Computer and Technology Skills (see specific objectives in Telecommunications strand)
English Language Art
Social Studies (World Geography)

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INTERNET USE AND PEN PALS

Raye Hedden, Marion Elementary School, Shelby City Schools *E-Mail*

Classroom Information:

Language: French
Language Level: Beginner (Novice)
Time Needed: On-going
Grade Level: Grades 1-5

Software: Access to E-mail through GroupWise or others

Hardware: Computer with access to the Internet, printer

Other Equipment:

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Demonstrate an understanding of children's literature including stories, poetry, folktales, fables, and legends of the target cultures.
- Participate in activities and celebrations reflective of the customs and traditions of the target cultures.
- Identify and process information and skills that are common to the foreign language class and other disciplines.

Procedures:

Note that this is not a formal lesson plan, but rather an explanation of procedures that were used in and out of the classroom to facilitate the activities.

The specific objectives of this lesson follow: To "open the world" to elementary language students so that they will be able to experience international friendships on a personal basis. They will be able to learn of the interests and activities of children their age in Francophone countries. There will also be an enhanced interest in learning the language because of the students' personal interest in the unit.

Classroom pen pals: In March 1997, I posted a request on the Internet for an elementary class in a Francophone country who would be interested in corresponding with my elementary students. I received an immediate response from a teacher of first and second year students (ages 6-7) in France and our correspondence began via e-mail.

We wrote almost daily for several weeks, asking each other questions and answering about our teaching situations, schools, students, where we lived, etc. We then exchanged letters between our students via "snail mail." (I chose one of my first grade classes to do the actual writing, but shared all correspondence from France with all of my students K-5.) My students wrote several sentences in French, and the remainder of their letters were completed in English at a writing center in the classroom. (The classroom teacher has been very cooperative in helping to prepare all materials when I need extra time with her students.)

My first graders are now writing a book with Lucien's class (see sample pages at conclusion of the lesson). He sends his students' episode in French via e-mail. I show it in French to my first graders, ask them if they can guess the meaning of any of the words (cognates, etc.) and then I translate for them. They give me their ideas for the next continuing episode in the story. Lucien asked that I send it in English, so that they could practice their English, and he will translate for his students into French. So it will be a bilingual endeavor! He will post the book on his Internet site (**Le village des petits lapins http://www. chez.com/lmartinot/village.htm**) and keep it updated as we continue the story.

It has been very helpful to have a "ready reference" via E-mail who could answer my questions about current customs, vocabulary, interests of young children in France, etc. We have exchanged much material, such as individual pictures of our students, letters from the students, audio tapes of the children speaking French and my children speaking English for them, simple texts written in French by the French children, pictures of our towns, Christmas cards, and school newspapers. Since the French teacher is beginning to teach his children English, I sent simple books in English accompanied by my reading the texts on tape. He has been using these as a basis for his English lessons using the "méthode Raye"! He has also requested materials about the Indians, since they have been studying North American Indians. They were asking for some material from "le pays des Indiens".

The teacher from France is also very interested in how our children learn to read. He asked if he could visit our school to observe this and to be a part of our daily lives for several days. We are very excited that he will be visiting Shelby in February 98. This will be his first visit to America!

This experience has truly added a new and exciting dimension to our language learning experience!

Possibilities for Extension Activities:

- The teacher and students may together prepare a booklet to include all correspondence with classroom pen pals, photographs, drawings, etc. This may be kept in the library for all students to enjoy.
- Students might do guided research (using the Internet and/or encyclopedia software) about the geographical location of the pen pals in order to prepare individual reports.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Telecommunications strand)
English Language Arts (letter writing, stories)
Social Studies (Geography)

Brief Description of Classroom Setting:

Mrs. Hedden teaches French K: 20 min. once a week, 1-2: 20 min. twice a week, 3-5: 30 min. twice a week. She does not have her own classroom. She "floats" to individual classrooms. Each classroom is equipped with six computers, but there is only one Internet site - the library - in each school. With upcoming renovations, they anticipated one Internet site per classroom.

***Note:** Here are some interesting web sites that I have discovered in my searches for French "connections".

Posting the request for a partner classroom: **http://www.stolaf.edu/network/iecc**

Partner classrooms for middle schools and high schools: **http://www.ecemail.com/ece/**

French children's site: **http://www.imaginet.fr/momes**

French-speaking teachers and pupils:
http://ourworld.compuserve.com/homepages/NOE_education

Touring France: **http://web.cnam.fr**

Tour Paris, Museums: **http://sunsite.unc.edu/louvre**

FLANC: **http://www.wfu.edu/~redmond**

Projects: **http://www.iearn.org**

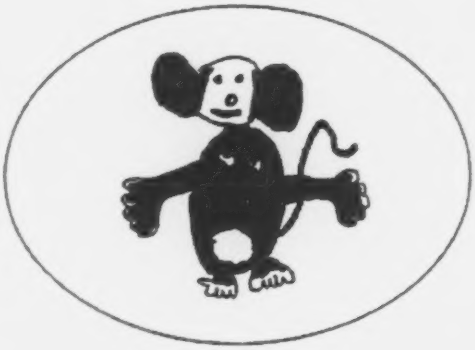
Canadian Government Educational Site: **http://www.edu.gov.on.ca**

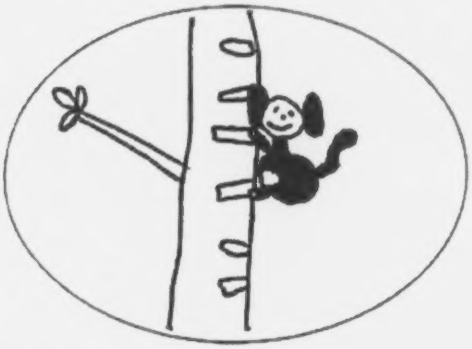
My E-mail address is jhedden@shelby.net, if anyone has a question about these activities.

Le singe
et la banane magique

The monkey
and the magic banana

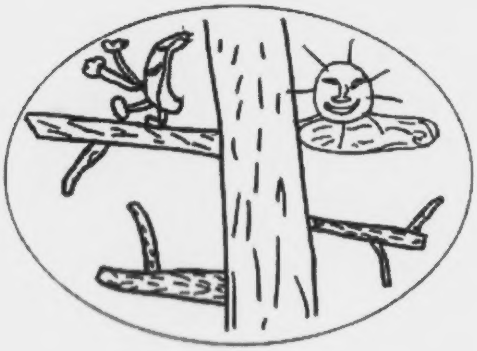
Once upon a time, in the jungle,in Africa, there lived a big, black monkey, who was very nice.
One beautiful morning, the monkey woke up and said :
« Oh, I am so hungry ! I am going to find my breakfast !»





Il était une fois, dans la jungle, en Afrique, un grand singe tout noir très gentil.
Un beau matin, le singe se réveilla et se dit :
«Oh, que j'ai faim ! Je vais chercher mon déjeuner !»

He climbed down from his tree and looked around for something to eat. He saw a banana shining in the sun.
He tried to catch it with his hand.
But the banana ran away ...



Il descendit de son arbre et chercha quelque chose à manger.
Il vit une banane briller au soleil.
Il essaya de l'attraper avec sa main.
Mais la banane se sauva en courant ...

Les enfants ayant participé à la rédaction du livre:

Aux Etats-Unis

Martiese
Tione
Kiara
Tyler
Brandon
Alexis
Ashley
Joshua
Melanie
Corrie
Joy
Andrico
Kory
Jamela
Allie
Whit
Turner
Cameron
Antony

En France

Sébastien
Kenny
Delphine
Charley
Matthieu
Mathieu G;
Marion Da
Benjamin
Anne-Laure
Eléna
Marion Do
Charline
Akli
Anita
Quentin
Bertille
Maxime
Doriane
Solène
Jétôme
Marie
Aurélien

INDIVIDUAL PEN PALS

Raye Hedden, Marion Elementary School, Shelby City Schools *E-Mail*

Classroom Information:

Language: French
Time Needed: On going
Language Level: Beginner
Grade Level: Grades 1-5 and grade 3 French club

Software: Access to e-mail through *GroupWise* or others

Hardware: Computer

Other Equipment: Access to the Internet, printer

Specific Objective(s) of the Lesson from the NC Foreign Language SCS

- Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.
- Write familiar words and phrases associated with visuals, props, or familiar contexts.
- Interact with people of other cultures in the target language about familiar topics.

Procedures:

The purpose of this activity is to "open the world" to elementary language students so that they will be able to experience international friendships on a personal basis. They will be able to learn of the interests and activities of children their age in Francophone countries. There will also be an enhanced interest in learning the language because of the students' personal interest in the unit.

All students who have Internet access at home were given the web site address for "Premiers Pas sur Internet" (**http://www.imaginet.fr/momes**). This is a wonderful web site in French for children. One of the pages is a long list of children in Francophone countries who are seeking pen pals via E-mail. I explained to the children how to use the Internet, and how to find a pen pal through this site. Many of them have been successful in finding a pen pal in such countries as France, Belgium, Switzerland, and Canada. Some have exchanged photographs and Christmas cards. One is even talking of a visit from his pen pal! They have been doing this at home usually with the help of a parent, which has the added benefit of involving parents in the excitement! They usually bring in the printed copy of their letters to share with all of us.

Last year we had an after-school Third Grade French Club in which we chose pen pals individually from this web site, and I helped them to write their letters in French. This was successful because we received many responses from the pen pals to our school Internet address, but it was very time-consuming since we have only one Internet site here for the children to use. I have not been able to continue this year because of the time problem, but it was worthwhile since some of the children who do not have Internet access at home were introduced to this activity.

INDIVIDUAL PEN PALS

continued... *E-Mail*

Possibilities for Extension Activities:

Students can make booklets about their pen pals, including all correspondence with them, maps, etc. The booklets can be offered for extra credit in their regular classrooms or in their French class.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Telecommunications strand)
English Language Arts (letter writing)
Social Studies (Geography)

Brief Description of Classroom Setting:

Mrs. Hedden teaches French K : 20 min. once a week, 1-2: 20 min. twice a week, 3-5: 30 min. twice a week. She does not have her own classroom. She "floats" to individual classrooms. Each classroom is equipped with six computers, but there is only one Internet site - the library - in each school. With upcoming renovations, they anticipated one Internet site per classroom.

My E-mail address is jhedden@shelby.net, if anyone has a question about these activities.

UN ECHANGE ELECTRONIQUE FRANCO-AMERICAIN

Mary Alice Lodico, Tuscola High School, Haywood County Schools *E-Mail*

Classroom Information:

Language: French
Language Level: Levels II-IV
Time Needed: On going
Grade Level: Grades 9-12

Software: Groupwise and a desktop-publishing program

Hardware: A thirty-station computer lab with on-line capacity

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Recombine known language to produce personalized statements.
- Interact with people of other cultures in the target language about everyday topics.
- Investigate perspectives and practices of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
- Identify and process information and skills that are common to the foreign language class and other disciplines.

Procedures:

This activity was devised as part of project "International School Partnerships Through Technology" sponsored by the Center for International Studies at Duke University. In this activity, students will communicate by e-mail with a class near Nantes, France and produce a publication reflecting the culture of this region. The newspaper will be in French as if going to press in the French town.

Outcomes:

- The class will publish a newspaper after sending and receiving e-mail on cultural aspects of France and make a presentation of results to parents and school personnel.

- Each student will e-mail a letter of introduction, a daily log, information on an aspect of Haywood County, NC and e-mail personal letters frequently.

- The teacher will correspond with the host teacher to oversee student communication and will assist students in layout of the newspaper.

Activities:

- Introductory: Students will fill out an attitude survey, search the map for the small town, brainstorm cultural areas to explore, and e-mail letters of introduction.

- Developmental: Students will exchange a log of one day's activities with times and specifics of where, what and who. Students will exchange information on the following areas: school, the arts, history/politics/government, the family, geography and demographics, popular culture (media, movies, t.v., radio, etc.), religion, shopping/consumerism, business/industry, and attitudes/outlooks. Students may devise surveys, interviews, trips to stores and other means of gathering information.

- Culmination: Students will publish and present the newspaper (using a desktop publishing program) to schoolmates, parents and school personnel. Students will exchange summariz e-mail reflecting on changes in attitudes and improvement of language skills.

- Another option could be to have students create a multimedia stack or a video.

Time Frame:
- January 5, surveys
- January 6-8, map work
- January 13, introductory e-mail
- January 22, log of one day
- January 26, e-mail logs
- January 27 - March 13 gather information and e-mail periodically to France and receive information from France on 10 cultural areas. Continued personal exchange.
- March 23-April 10 edit and publish newspaper and send culmination e-mail.
- April 20-May 1 plan sessions to share results with the public.
- May 11-15 share with the public.

Assessment:

Students should be able to understand better the culture of a small town in France and to better communicate in French. Students should gain proficiency in electronic communication and desktop publishing.

Possibilities for Extension Activities:

- Continue to e-mail the following year.

- Start the same procedure with a 9th grade class and culminate with a real exchange of students living in homes and attending American and French schools.

Interdisciplinary Connections:

Art
Computer/Technology Skills (see specific objectives in Telecommunications strand)
Cuisine
Dance and Music
Social Studies (History - US and French, World Geography)

Brief Description of Classroom Setting:

Only a normal classroom is needed, but I often use the overhead to display letters to be mailed (we correct errors as a class) and letters received from France. An on-line computer lab is a necessity. We are unable to chat on-line because the school only had one computer on-line.

CULTURE

Carol Zimmerman, South View High School, Cumberland County Schools *E-Mail*

Classroom Information:

Language: French
Language Level: French III-IV
Time Needed: 2 class periods
Grade Level: Grades 10-12

Software: Microsoft Works

Hardware: Computer with Internet access

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Compose messages, announcements, personal notes, advertisements, postcards, or simple letters.
- Participate in activities and celebrations, and experience and analyze customs, traditions, and celebration of the target cultures.
- Interact with people of other cultures.

Procedures:

The objective of this lesson is to promote international friendships through cultural understanding and awareness and to discuss holiday celebrations.

South View has been part of the Center for International Understanding program entitled *International School Partnership Through Technology*. We are paired with a *lycée* in Guadeloupe.

We choose various topics - school systems, holidays, leisure activities - and prepare our material in groups of two or three. We go out into the town to tape portions of our presentation and/or scan information from other areas. Then we go to the computer lab where we put all the material into one file and e-mail it to Guadeloupe.

I organized the class into pairs with an assigned topic. For holidays in the spring, two groups worked on Easter and on Valentine's Day, one on Martin Luther King, one on St. Patrick's Day, one on April Fool's Day and Friday the 13th celebrations, and finally one group on President's Day. Students had to tell about their day, give background information and at least one visual. They had one Friday to prepare their draft. I needed their visuals by Monday. We went to the lab Monday, copied all the information to a file, and then mailed it. We expect our sister school to ask questions, make comparisons to our culture. We do our part in French. We also include recipes for our friends to try.

Possibilities for Extension Activities:

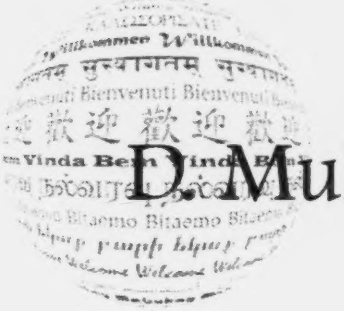
- Students enter their feelings and reactions in a journal.
- The English teacher from Guadeloupe has offered the possibility of an exchange or visit to Guadeloupe.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Telecommunications strand)
English Language Arts
Foods and Nutrition
Social Studies (World Geography, World History, United States History)

Brief Description of Classroom Setting

I take my class to the general purpose computer lab. There, they use Microsoft Works to type. This lab has 28 computers, but since they work in pairs, only 7 to 10 may be used. I circulate to check spelling, accents, etc. We used Rich Text to send our file so all the accents would be saved. This class has 14 students (French IV).



D. Multimedia

- CD-ROMs
- HyperStudio
- PowerPoint

Multimedia
CD-ROMs, HyperStudio, PowerPoint

••

Definition of Multimedia

The term *multimedia* "refers to the capacity to access and control via computer a full range of familiar media: text, motion video, photo images, sound, and graphics" (Pusack and Otto, p. 2).

As the term implies, a multimedia presentation can incorporate all the above elements by resorting to pictures and text from videos laserdiscs, digital cameras, the Internet, magazines, books, as well as a multitude of other sources.

Examples

Some examples of multimedia include authoring tools such as *KidPix, HyperStudio, Digital Chisel, PowerPoint,* and CD-ROMs and laserdiscs.

Benefits

Multimedia offers several special benefits for the foreign language classroom where the skills of listening, speaking, reading, writing, cultural awareness and appreciation are developed. While multimedia can be used by the teacher for in-class presentation, it is especially effective when it is student-designed since it allows the student to create a product using high level thinking skills and demonstrating his/her ability to function in the foreign language.

CD-ROMs

CD-ROMs store large amounts of information on a disk for quick access. They eliminate the need to store information on many diskettes while allowing for random access to information. They are excellent for databases, graphics, and video collections. Many CD-ROMs are used mainly to store information and lack an interactive component.

There is a large number of foreign language CD-ROMs which focus on tutorials and drills of vocabulary and structures. Students may not be as motivated when using these programs, but they still can be useful in the foreign language class to refine the students' grammatical accuracy and to develop their vocabulary.

Some CD-ROMs are interactive and include "digitized sound, compressed video, animation, and possibly text to create a multimedia platform for interactive programs" (Higgins, 1993). Interactive CD-ROMs allow the learner to proceed in a variety of ways according to the choices made. Often, the learner encounters a series of situations, selects an option, and thus writes the story.

Multimedia Authoring Tools

Kid Pix, HyperStudio, Digital Chisel, and *PowerPoint* are useful multimedia authoring programs available for both Macintosh and Windows.

KidPix

KidPix is a drawing application designed for young children. It allows them to draw while resorting to a variety of tools such as pencils, rubber stamps, and paintbrushes. The use of such programs encourages creativity in young children and is ideally suited to young learners of the language who may want to create brief stories, pictionaries, or flashcards of words in the target language.

HyperStudio

HyperStudio (<http://www.hyperstudio.com>) allows the user to bring graphics, sound, quicktime movies, and text together in a fairly simple way. It enables students to create stacks of cards which can be linear, such as in a book, branched, or a combination of the two. When the stack is linear, the cards are connected in sequence but when it is branched out, one card connects to other cards throughout the text. (See *HyperStudio* Basics.)

HyperStudio can be used with older machines such as an Apple IIGS to create *HyperStudio* stacks.

Saving *HyperStudio* Projects

At times teachers have expressed concerns about the feasibility of saving *HyperStudio* projects. It is not always practical to have each student save his/her project on a floppy disk; teachers would have to keep track of too many disks, and furthermore, some of the projects may be too large to fit on a floppy disk. Therefore, teachers may consider the following options.

1. Save the projects in the drop file of the school's server (the drop file has the name of the teacher and perhaps there is a folder with each class period) and download them onto a zip drive. The projects fit well and can be viewed with a computer hooked to a large screen TV in the classroom or to a LCD panel projecting on a screen. This way students

can pull their projects up to the screen and show them to the rest of the class who can view them and evaluate them using a rubric. (See Assessment for sample rubric.)

2. Load the projects on various computers in the lab. Then the students can each view different projects in groups of two or three and rate each one according to a given rubric.

3. Another option would involve saving all the projects in one file on the server (then copying that file onto a writable CD). This way projects can be saved and shown to the next year's classes.

How to Avoid *HyperStudio* Problems

Some tips for avoiding *HyperStudio* problems follow:

1. Keep the stacks small - 10 cards or fewer.
2. Save to the server, the computer's hard drive, or install a zip drive. Floppy disks seem to get stacks corrupted more often.
3. Watch out for graphics intensive pieces.
4. Place scanned images and electronic photos as clip art instead of graphic objects.
5. Save and save often.
6. Do not switch disks when the stack is open. One teacher made the rule that when *HyperStudio* was running, no disks would be moved.

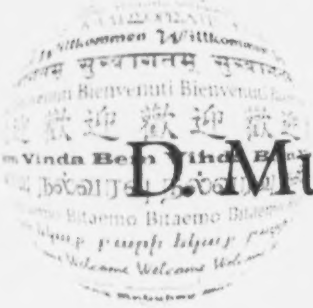
Digital Chisel

Digital Chisel is an authoring tool specifically designed for educational uses. It lets the user combine picture, sound, quicktime movies, and text into a multimedia slide show. It includes tools to create interactive quizzes and compiles results in a database.

PowerPoint

PowerPoint is a multimedia authoring tool which helps the user prepare a presentation by designing a series of slides, some of which can include organizational charts, column graphs, or other templates. In addition, it allows the insertion of graphics and clip art. The use of multimedia is an effective tool for teachers and students alike. It forces teachers and students to be precise, to clarify the ideas to be presented and to sequence them logically, thus making the presentation more interesting.

Moreover, *PowerPoint* enables teachers and students to type their presentation notes and to print them separately for their own personal use as reminders of what they want to say. It also allows teachers and students to print their presentation in an outline format including the text on the slides and in a handout format of 3 or 6 slides to be used for note-taking by the students during the presentation.



D. Multimedia

- CD-ROMs
  - Rosetta Stone
  - Time
  - Art of Latin America
  - Music of Latin America
  - Spanish Is Spoken Here
  - Let's Count!
  - Laughing and Playing with *Living Books*
- HyperStudio
- PowerPoint

ROSETTA STONE (PRACTICE LESSONS)

J. Michelle Burnette, Mills River School, Henderson County Schools *CD-ROM*

Classroom Information:

Language: All (Spanish, French, German)
Language Level: Beginning
Time Needed:
Grade Level: Grades 1-5

Software: The *Rosetta Stone* (Fairfield Language Technologies)

Hardware: Macintosh Performa 5200 CD with CD-ROM drive

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.
- Write familiar words and phrases associated with visuals, props, or familiar contexts.

Procedures:

All students (1-5) take turns using the program throughout the year. With the help of student assistants, students take turns during each class. They are able to check their score and move to the next level if they score 90%. This is an ongoing activity. Occasionally I will do a lesson to review some of the material on the Rosetta, but basically, it is individually used and monitored.

Description of Program

The *Rosetta Stone* is a language program which enables the students to listen, read, speak, and write in Spanish. (Also included are Russian, French, Dutch, German and English.) Four pictures are presented while students listen to the description. They must click on the picture described. After they have mastered the first 11 units of listening, they repeat the process, this time only reading the Spanish as opposed to listening and reading. Another option which I use with English for ESL students but have not gotten to in Spanish is the typing section.

Students listen to the Spanish while looking at the picture and write the word or sentence. It is self-correcting, so students can retype until they get it right. The fourth option is the students' ability to record themselves repeating the Spanish and comparing their accents with those on the program.

After three years of this program, the students never seem to get tired of it. They are always anxious for their turns at the computer, and eager to beat their previous scores and move on to the next level. This set up is non-threatening for the shy students; it gives them a chance to work on their own. I have many parents asking where they can get this program because the children want to work on it at home.

ROSETTA STONE (PRACTICE LESSONS)

continued... *CD-ROM*

Possibilities for Extension Activities:

- This program is good for exploring languages other than the target language.
- The writing component is excellent for students' practice of spelling and writing sentences.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives for Multimedia/Presentation strand)
Reading, listening, writing, and speaking skills

Brief Description of Classroom Setting:

One computer in the classroom and two in the Media Center.

TIME

Martha Alicia Casali-McLeod, Wesley Chapel Elementary, Union County Schools *CD-ROM*

Classroom Information:

Language: Spanish	*Language Level*: Novice Low
Time Needed: 30 min. (2x a week)	*Grade Level*: Grade 3

Software: *All in One Language Fun!* (A Syracuse Language System Program)

Hardware: Computer with CD-ROM drive

Other Equipment: Student clocks, teacher clock

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Learn age-appropriate songs, rhymes, and games of children in the target cultures.
- Write familiar words and phrases associated with visuals, props, or familiar contexts.
- Ask and answer questions using learned material orally and/or in writing.

Procedures

In this lesson, students will be expected to measure and tell time to the minute.

Day 1:
Teacher reviews numbers 1-60 through the use of math computations and "Jeopardy" -type board game. Teacher passes a stuffed animal around the circle of students. The student with the animal must give the next number of the sequence (5's and 10's). Class is divided into 2 groups and plays the computer game "Los números" (level 3).

Day 2:
Review of "¿Qué hora es?", "Son las—" or "Es la —". New vocabulary " Y media" is introduced. Students respond to teacher prompt by showing the hour on their individual student clocks. Example: "Son las dos en punto", " Son las tres y diez" etc. As students gain confidence with their responses, they take turns being the "teacher" and giving prompts to the class.

Recap with the computer game "La hora" (level 1). Procedure will be the same as day 1.

Day 3:
Begin with previous lesson review. Introduce "Y cuarto" and "Menos cuarto". Students respond on their student clocks to teacher response. Students take turns giving prompts to class.

Students are given a page from a Spanish TV guide and are asked to find the viewing time of specific programs. Vocabulary used; "¿A qué hora es..." "A las...".

Day 4:
Students are divided into two groups and listen for prompt from the computer program (La hora, level 2 and 3) and take turns responding to the computer, clicking the mouse. A correct response attains a point for their team. Computer prompts example: "Son las ocho y media, es hora de cenar". Student must match prompt to various clocks with corresponding times.

Students begin a student-made book "Mi Horario". They copy from the board learned sentences and write them in their books as the time applies to their own schedules. Ex: "Voy a la escuela a las — de la mañana." Each statement is illustrated as well.

Day 5:
Students complete their book and read it to a partner.

Day 6:
Individual sharing (class presentations). Learn song "Las calaveras" and its corresponding motions.

Possibilities for Extension Activities:

- Graphing bed times, wake up times, etc. These graphs can be pictographs, pie graphs or bar graphs. Students can use *Microsoft Works* or *Graph Club* to create the graphs.
- A book can be created on the computer using any kind of draw program.

Interdisciplinary Connections:

Art
Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
English Language Arts
Mathematics
Social studies (Culture)

Brief Description of Classroom Setting:

I have my own classroom with one computer. Class size is generally 26-28. In the past, I went from class to class. Having my own room has helped maximize the language experience. Traveling from class to class, however, kept me in closer contact with the teacher and I was able to integrate more fully the curriculum.

ART OF LATIN AMERICA

J. Michele Burnette, Mills River School, Henderson County Schools *CD-ROM*

Classroom Information:

Language: Spanish

Language Level: Beginning

Time Needed: 15 min. per student

Grade Level: Grade 4

Software: *With Open Eyes, Images from the Art Inst. of Chicago*

Hardware: Computer

Other Equipment: None

Specific Objective(s) of the Lesson from the NC SCS:

- Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.

Procedures:

Review: Calendar, conversations, etc.

Presentation: Using presentation system (if not available have students gather around the computer for demonstration). Show the students how to use the computer program *With Open Eyes*. Explain the procedure that will be used for the next few classes to enable each student to use the program once. After explanation, a student begins program while the regular class continues. Have a student helper manage the use of the computer for the remaining classes until all students have had a turn.

Description of Program:

With Open Eyes presents Art of the world. Students click on the map of Latin America and then on individual countries. The students view a few works of art from each country and read about them. They are able to click various buttons to see a time line of the work as well as its size. Each student should have about 15 minutes to enjoy the program. (I use the classroom Mac and two Macs in the Media Center. About 6 students can go through the program in a class period.)

I have three to four lessons on Latin American Art. During this time the students go individually to the computer. I don't worry about the students missing out on class time during their turn on the computer. It only involves 15 minutes and the students' turn come back only in 2 to 3 weeks. Typically, the students have not finished up when I finish my art unit (some days computers are down; there is a program in the media center, etc.). They continue on until every one has had a turn, even though I have launched another unit.

Possibilities for Extension Activities:

- Students describe and write about what they saw.
- Students explore other programs dealing with art.
- If the art teacher could do a parallel unit, it would be terrific. He/she could also use this program with the students, allowing more exposure to this excellent program.

Interdisciplinary Connections:

Arts
Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
Reading
Social Studies

Brief Description of Classroom Setting:

One computer in the classroom and two computers in the Media Center.

MUSIC OF LATIN AMERICA

J. Michele Burnette, Mills River School, Henderson County Schools *CD-ROM*

Classroom Information:
Language: Spanish
Language Level: Beginning
Time Needed: 15 min. per student
Grade Level: Grade 4

Software: *Musical Instruments* (Microsoft Corp.)

Hardware: Computer

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.

Procedures:

Review: Calendar, conversations, etc.

Presentation: Using presentation system (if not available have students gather around the computer for demonstration), show the student how to use the computer program *Musical Instruments*. Explain the procedure that will be used for the next few classes to enable each student to use the program once. After explanation, a student begins program while the regular class continues. Have a student helper manage the use of the computer for the remaining classes until all students have had a turn.

Description of Program:
Musical Instruments presents musical instruments of the world. Students click on the map of Central America and then on individual instruments. The students listen to the sound of the instrument while reading about it. Each student should have about 15 minutes to enjoy the program. (I use the classroom Mac and the two Macs in the Media Center and about 6 students go through the program in a class period).

I have three to four lessons on Latin American Music. During this time, the students will go individually to the computer. I don't worry about the students missing out on class time during their turn on the computer. It involves only 15 minutes and the students' turn does not come back up again for 2 to 3 weeks. Typically, the students have not finished up when I finish my music unit, (some days computers are down, there's a program in the media center, etc.); however, students continue accessing the program until everyone has had a turn.

MUSIC OF LATIN AMERICA

continued...

CD-ROM

Possibilities for Extension Activities:

- If the music teacher could do a parallel unit, it would be terrific. He/she could also use this program with the students, allowing more exposure to this excellent program.
- You can print the pictures of the instruments as well as the information about each one, paste them on heavy paper, laminate them, and use them as manipulatives in the classroom. Make sure to have copyright release first.

Interdisciplinary Connections:

Arts
Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
Social Studies
Reading

Brief Description of Classroom Setting

One computer in the classroom and two computers in the Media Center.

SPANISH IS SPOKEN HERE

Kathy Hrivnak, Lead Mine Elementary, Wake County Schools *CD-ROM*

Classroom Information:

Language: Spanish (*available in other languages) *Language Level*: Beginning
Time Needed: 20 min. *Grade Level*: Grades 3-5

Software: *Triple Play Plus*

Hardware: Computer with CD-ROM drive

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Locate on a map or globe the countries and identify their major geographical features.

Procedures:

Triple Play Plus is a computer program with material which is ideal for elementary programs. It affords students the opportunity to play games using many different vocabulary areas. The program has three levels of difficulty.

At level I the children can click on Country Maps to identify the countries of North America, South America, and Central America. As the child clicks onto the country, the name is given in Spanish. At the second stage of level I, the child is instructed to click onto a specific country. If successful, the child is complimented in Spanish.

Level II describes the location of a country in Spanish and the languages spoken if not Spanish. The student clicks onto the correct country and receives a compliment.

Level III involves the student in conversations. A microphone comes with the program to assist with pronunciation.

Possibilities for Extension Activities:

- The child can make a booklet or a multimedia stack (*KidPix, HyperStudio* or others) about the different countries. The teacher can give the Spanish words for population, language, products, places of interests, and flags. The child can conduct research on *Cartopedia*, a different computer program.

- Students can make maps in class and label them in Spanish. They can use *Geovisto*, a mapping program.
- Students can participate in a map puzzle activity.
- Orally, students can identify the language (inglés, español, or francés) of a given country.
- Each child can be assigned a country and orally state whether the country is in North America, South America, or Central America.
- Students can form a physical map of the different assigned countries. In this activity they physically place themselves in the proper location. (This is an excellent activity to practice north of, south of, east of, and west of.)
- Students can go on the Internet to continue their exploration of Spanish-speaking countries.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
Geography

Brief Description of Classroom Setting:

Ms. Hrivnak is a "floating" teachers. She uses the computers which are available in the classroom.

LET'S COUNT

Kathy Hrivnak, Lead Mine Elementary, Wake County Schools **CD-ROM**

All | French | German | Latin | Spanish

Classroom Information:

Language: Spanish
Language Level: Beginning
Time Needed: 20 min.
Grade Level: Grades 3-5

Software: *Triple Play Plus*

Hardware: Computer with CD-ROM drive

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.

Procedures:

Triple Play Plus offers a variety of methods to practice numbers.

1. Click to identify numbers. Then click to identify the number said.
2. Play bingo by clicking on the number said.
3. Build squares by identifying numbers. Correct identification will entitle the player to add a side. May be played by one person or two and possibly teams.

Possibilities for Extension Activities:

- Teach money and use the numbers to identify prices.
- Role play purchasing an item.
- Solve mathematics problems in the target language.
- Talk about calorie amounts in special foods or meals.
- Identify and complete number patterns.
- Play bingo individually, or in group on the overhead.
- Use *Imagination Express* to write a short play about money.

Interdisciplinary Connections:

Mathematics
Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)

Brief Description of Classroom Setting:

Ms. Hrivnak is a "floating" teacher. She uses the computers which are available in the classroom.

LAUGHING AND PLAYING WITH *LIVING BOOKS*

Laura Feregrino, Conn Global Communications Magnet, Wake County CD-ROM

Classroom Information:

Language: Spanish
Language Level: Continuing
Time Needed: two 45 min. periods
Grade Level: Grades 3-8

Software: Living Books. The following CDs have a Spanish track: *Just Grandma and Me; Little Monster at School; The Tortoise and the Hare; Harry and the Haunted House; Ruff's Bones; Arthur's Reading Race; Arthur's Teaching Trouble; Arthur's Birthday; The Berenstain Bears Get in a Fight; Sheila Rae the Brave*

Hardware: Computer with CD-ROM drive

Other Equipment: If available - but not essential to activity: TV with computer to TV connection or Projection Device.

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Follow oral directions and written commands.
- Identify main idea(s) from simple oral and written selections.
- Ask and answer questions using learned material orally and in writing.

Procedures:

Living Books are very colorfully illustrated and entertaining interactive CD-ROM stories. In addition to reinforcing vocabulary, the students enjoy hearing a familiar tale related in Spanish. Since they already know the plot, the students can concentrate on the narration and can be involved in a discussion of what they see. Along with the narration, each screen has different "surprises." A mouse click on a bell, for example, makes the bell ring.

As each screen appears, I ask the children questions based on their skill level. For example:
1) What do you see here?
2) Describe a particular object.
3) Is the object small or large?
4) What color is it? etc.

Next, we listen to the narration of that screen page, and I check for comprehension. Depending on the students' skill level, I may need to rephrase and clarify the narration. After assessing comprehension, I allow the students, individually, to have a turn at clicking the mouse and finding the surprises. These surprises generate still more conversation.

LAUGHING AND PLAYING WITH *LIVING BOOKS*

continued... *CD-ROM*

For whole group work with a television and one computer, I seat the class around the television and have individual students come up and click the mouse. If there are numerous computers available with the *Living Books*' story installed on each, I seat one to three students at each computer. If the television is also available, page progression for each screen will be indicated on the television. If there is no television link-up, I will still lead the page progression so that each group of students is working at the same place in the story.

It is most important for the teacher to direct this activity closely and to guide the students through each page. Otherwise, the students will just play with the mouse and forget about paying attention to the learning Spanish aspect of the work.

Classtime needed to complete a story is determined by the skill and interest level of the students.

Possibilities for Extension Activities:

Cue students in advance with certain vocabulary words they are to look for (as in a scavenger hunt). Have students write a sentence or short paragraph on one of the characters. Sequence the different stages of the story. Make a class book of the activity.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
English Language Arts
Math
Science
Social Studies

Brief Description of Classroom Setting:

Clearly, this activity is easiest to execute in a Computer Lab setting where there is a computer to TV link-up. If this is not available, however, you might "borrow" a free classroom that is equipped with CD-ROM computer and TV hook-up.

I teach elective classes in my classroom in the afternoon and short BEP-type classes in the children's classrooms in the morning. I have brought my students, ranging from groups of 11 to groups of 23, to a lab equipped with 28 computers and also to another teacher's classroom that was empty for that period. As well, I have used this activity in the morning classroom of my short classes. If the classroom does not already have a TV link-up, the Technology Teacher should be able to wheel in what you need for that period.

D. Multimedia

- CD-ROMs
- HyperStudio
  - What Is the Weather Like?
  - All About Me
  - HyperStudio Project: Literature
  - Culture Mini-Lessons
  - Civilization and Culture
  - North Carolina, My State
  - HyperStudio Project - Spain
  - Country Project
- PowerPoint

HyperStudio Basics For Mac

To Begin	From the Edit menu, select Preferences Place X in show card number box From Edit menu, select Erase Background Select color
Navigation & Action Buttons	From the Objects menu, select Add a Button Button Appearance menu appears Define button: Type of button, color of button, name and background Place X in box - to show name, icon, and highlight
Defining Buttons	New button floats on card Click mouse outside the dotted lines Actions menu appears Make selections (Places to Go, Things to Do) Click OK
Placing Text Objects	From Objects menu, select Add Text Object. Test field floats over card Resize text object working from inside the rectangle Drag text object to desired location Click outside the dotted lines Text Appearance menu appears Define text object
Placing Graphic Objects	From Objects menu, select Add Graphic Object Designate location of graphic Choose portion of graphic Graphic floats over Place graphic on card Click mouse outside dotted lines Graphic Appearance menu appears Make selections
Button Drives Laserdisc Player	From Objects menu, select Add a Button Designate location of button Button floats over card Click mouse outside dotted line Video Controller appears at bottom of screen Make selections
Button for Quicktime	From Objects menu, select Add a Button Designate location of button Button floats over card Place button on card Click outside dotted lines Movie Appearances menu appears Make selections

HYPERSTUDIO BASICS FOR PC

To Begin	From the File menu choose New Stack
Importing a Background	Choose Import Background from the File menu if you have a video digitizer or digital camera software installed, the message asks for location of picture Click on location and OK Photos directory comes up. To get back to *hsart* directory double click on *hsart* under Directories From *hsart* directory choose what is needed and click OK
Making a Button	To make a button, choose Add a Button from Objects menu At the Button Appearance Screen make your selection Click on colors, click on icons New button floats on card waiting to be placed Click outside the flashing dots to place the button there Action menu appears Make selection Click on OK
Adding Another Card	From the Edit menu choose New Card
Adding a Graphic Object	From Objects menu choose Add a Graphic Object Designate location of graphic Using Selector tool, select the picture Click on OK A help message is shown, click on OK Drag the picture to right-hand area of card Click outside of dots to place it there Graphic Appearance menu appears, make selections Click OK
Adding a Text Object	From Objects menu choose Add a Text Object Help message appears, click OK Flashing dots representing size and location of text appear Drag text object to desired location Click outside text object to place it Text Appearance menu appears Click on Style button to change size and font Click on OK
Saving the Stack	Place a formatted floppy disk in the disk drive From the File menu, choose Save Stack As... Select the a:/drive Name the stack and click OK

HYPERSTUDIO SAMPLE LESSONS AND SUGGESTIONS

Brodd, Bonnie. {broddb@belnet.bellevue.k12.wa.us}. "HyperStudio/Multimedia in Foreign Languages." FL TEACH. {FLTEACH@UBVM.CC.BUFFALO.EDU}. August 12, 1996.

We use *Digital Chisel* for our multimedia projects but the software is similar. My students have done books with vocabulary and graphics, research projects on France, French artists, and the Loire Valley. The projects are presented to the class. The students take notes and make comments. One of my favorite projects is an ABC book with 6 or 8 letters. Each letter needs two or three paragraphs of information plus pictures, sounds, and music. I am fortunate to have a complete multimedia lab at my school. It has 13 stations including 4 scanners a MIDI keyboard, laser disk players, 4 AV machines for QuickTime, etc.

One thing I really recommend is have the students do these projects in pairs or groups of three. It really helps in sharing the equipment. This year I had some students who thought they already knew everything about *Digital Chisel* so I had them become the scanner or QuickTime or MIDI experts. They learned and perfected those skills while I taught the others some Chisel basics. When there were problems, the students could get help from the experts as well as from me. It was a great time saver and good for the students.

Kaulig, Shari. {KauligS@aol.com}. "*HyperStudio* and Foreign Languages." In FLTEACH. {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU}. September 10, 1996.

My 5th year Spanish students are going to create a *HyperStudio* presentation on art. They are beginning with Picasso, and the plan is to create a menu with buttons leading to various aspects of his life and work. They plan to scan in examples of artwork, information about style, biography, etc. They hope to expand it to include Rivera, Kahlo, Dali, Velasquez, etc. This is a semester long project that they will work on one-two days per week.

Kaulig, Shari. {KauligS@aol.com}. "Hyperstudio and Foreign Languages." In FLTEACH. {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU}. September 10, 1996.

We do a large unit on clothing - all sorts of descriptive words and phrases for shopping involving fit, how something looks, etc. In the past we have done fashion shows. This year we are going to try to have groups do a clothing catalog on *HyperStudio*. They can have a page each for men, women and children, and do formal and informal wear.

Nathanson, Marilyn. {marilyn.nathanson@moa.net}. "*HyperStudio*/Multimedia in the Foreign Language Class." In FLTEACH. {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU}. August 12, 1996.

I've been using *HyperStudio* for the past 3 years. First I had a small advanced class and we divided into groups and made a program comparing Chile and the US in the areas of food, housing, and leisure activities. This past year, I had access to our Mac lab and had 2 Spanish 3-4 classes working in groups of 1 and 2 on 21 topics of interest to them. They were great! Areas included animals, families, specific countries, music, clothing, things to see and do in our city, etc. They were to have 4 stacks of a least 4 cards, an introduction, title and credits. They were also to speak on each card.....I use the programs they made for my lower level classes. It is good review for them and fun to see and hear people they know.

Ritsu, Shimizu. {ritsu@telerama.lm.com}. "HyperStudio in Combination with Japanese Language. In FLTEACH. {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU}. June 24, 1997.

I made my students experiment with the use of *HyperStudio* in Japanese language fonts which the Language Kit software allows us to do. Last summer interested students made their own summer activity description consisting of one card for each student. A student had to do three things for each card: 1) text, 2) graphic, and 3) audio. The content was quite limited due to their language skill, but the graphic part is where students with high computer skills displayed excellent and creative work. (One student animated the sun rising and setting.) They recorded their messages too. In the future, I am hoping to find a partner school so that we could exchange a disk with student-created work.

Schaaf, Mark. {no address}. "Hyperstudio and Foreign Languages." In FLTEACH. {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU}. September 10, 1996.

Have the students take "virtual trips" to target countries, copy images from the web, write diaries about their trips and add narration. They also can write biographies of friends and families with the "fun" extras, make autobiographies, make vocabulary flashcards, etc.

WHAT IS THE WEATHER LIKE?

HyperStudio

Classroom Information:

Language: All

Time Needed: Varies according to computer availability

Language Level: Beginning

Grade Level: Grades 3-5

Software. Multimedia program *e.g., HyperStudio*

Hardware: Computer, printer, scanner

Other Equipment: Quicktake camera, laserdiscs

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Write familiar words and phrases associated with visuals, props, or familiar contexts.
- Name and describe orally people, places, and things using everyday words and phrases.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures

Review seasons and weather conditions.

Teacher models the expectations by showing a *HyperStudio* project he/she has completed.

Students in groups of four make a four-card stack to illustrate the seasons and the typical weather associated with each season. Each card identifies the season and states one of the weather conditions before leading to the next season. To ensure equal participation, each student in the group is responsible for creating one card.

With more advanced students, additional cards can be added explaining the activities they engage in during each season or the kinds of clothes they wear during that time. Students can take pictures outside using Quicktake camera, or they can incorporate weather pictures from a laserdisc.

Each student records his/her voice reading the text on the card.

Possibilities for Extension Activities:

- *HyperStudio* presentation is shared with parents during PTA or parent night.
- Students compare the seasons in the Northern and in the Southern hemispheres.
- Students study the Celsius and Fahrenheit systems and relay the temperatures to everyday situations.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
Math
Science

Brief Description of Classroom Setting:

Four students per computer in a lab setting. If this is not possible, students can rotate in groups of four to work on the classroom computer.

ALL ABOUT ME

HyperStudio

Classroom Information:

Language: All
Time Needed: On-going
Language Level: Beginning
Grade Level: Grades 6-8

Software: Multimedia program such as *HyperStudio*

Hardware: Computer, printer, scanner

Other Equipment: QuickTake camera

Specific Objective(s) of the Lesson from the NC Foreign Language SCS

- Write familiar words, phrases, and sentences in context.
- Name and describe orally people, places, and things using everyday words and phrases.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:

This presentation can be also be done using *PowerPoint* with the students talking through and/or reading the slides as they share their project with the class.

Middle school students can begin a *HyperStudio* presentation "All About Me" in which they describe themselves. With each subsequent topic of study, students add one or several cards accompanied by the recording of their voice to the stack (e.g., me, my family, my likes and dislikes, my house, my school, my friends, etc.) resulting in a detailed product at the end of the year.

Teachers may ask their students to make sure that certain key questions are answered in each section, e.g., name, age, domicile, physical description.

Students can draw or import graphics to illustrate what they have written or recorded. They also can take pictures of themselves with a QuickTake camera, and/or they can bring pictures which can be scanned and added to the presentation.

To prepare for this project students will need to jot down on a piece of paper the things they want to say and the kinds of pictures they want to include for each card. If they have already planned their presentation in the classroom, their time at the computer will not be as lengthy and will allow students to rotate more quickly when computer access is limited.

Note: Teacher may want to start by showing a presentation about her likes/dislikes, house, family, etc. to illustrate the amount of text, size of fonts as well as recorded message(s).

***Note*:** Student projects can be saved to a diskette if the project is not too big. If the project is too big, save to the server. Additional suggestions for saving *HyperStudio* projects can be found in the narrative introducing the Multimedia section.

Possibilities for Extension Activities:

- Share the presentations with other publics (administrators, board members, parents, younger children, other students).
- Use for assessment purposes to see how the students' language evolved over a matter of months. Can become part of a portfolio to be shared with the teacher at the next grade level.
- Involve students in creating a biography of an important person, using *HyperStudio*.
- Students can also be paired to develop a book about the two of them, comparing themselves, their likes, dislikes etc.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
English Language Arts

Brief Description of Classroom Setting:

Multimedia lab with computer access for each student.

HYPERSTUDIO PROJECT: LITERATURE

Danetta Genung, Glenn High School, Winston-Salem/Forsyth Schools *HyperStudio*

Classroom Information:

Language: Latin

Language Level: Latin III-IV

Time Needed: 4-7 hrs depending on number of computers

Grade Level: Grades 9-12

Software: Multimedia program such as *HyperStudio*

Hardware: MacIntosh or IBM computer, scanner (optional)

Other Equipment: LCD panel or video projector, overhead, speakers, digital camera

Specific Objective(s) of the Lesson from the NC Latin Curriculum:

- Interpret, make inferences, and analyze passages orally and in writing.

Procedures:

Students are asked to design a creative, instructional HyperStudio stack to be shared with and evaluated by classmates.

- Summarize the assigned books of the literary work (to be turned in on loose leaf or typing paper).
- Analyze the work by choosing one major point to emphasize and describe (to be turned in on 4"x6" note cards).
- Find/create graphics. The following may be used: pictures from books or magazines, photographs, computer clip art, human poses, etc. (Warning: too many moving graphics may not fit on one computer disk.) (on disk)
- Make text interesting, logical, and brief. (on disk)
- Try to keep it simple at first.
- Cite references on the last card of the stack.
- When students finish, they present their stack to classmates who evaluate them. (Use LCD panel or video projector and speakers for presentations.)
- Students can tape their projects on video for later viewing.

Evaluation:
This assignment will count as a test grade.
Class participation grades and daily grades will be earned as you complete this task.
The accompanying schedule lists the other assignments to be completed.

Examples of Topics:
1. Aenas is an exemplary Roman hero.
2. The *Aeneid* is a typical epic that employs common characteristics of that genre.
3. The *Aeneid* is a nationalistic poem that served to advance Augustus' causes (e.g., political, social).
4. Discuss the role of women in the *Aeneid*.
5. Ovid uses a transformation in the *Metamorphoses* as a vehicle for advancing the action (whether psychological or physical) of each story.
6. Explain how Ovid created a unified work in his *Metamorphoses*.
7. Does Ovid believe in following one's intellect or one's heart in *Metamorphoses*?

Possibilities for Extension Activities:

- Students can share their projects with students in a different class, school, state or country.
- Students write papers that further analyze the pertinent points of the literary work
- Students read another literary work by the same author or from the same time period and write a comparative paper.

Interdisciplinary Connections:

English Language Arts
Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
Philosophy
World History
World Cultures

Brief Description of Classroom Setting:

If there are not enough computers for every student, divide the class into groups of three. Allow groups to alternate times at the computer. For example, groups 1-3 may be at the computer on Monday, and groups 4-6 may be at the computer on Tuesday. (If school is on a block schedule, divide into 45-minute segments.) Students with computers at home may want to complete the assignment there.

While some students are at the computer, other students may work on various assignments (e.g., translation, worksheets on historical events, creation of timelines.

CULTURE MINI-LESSONS

Danetta Genung, Glenn High School, Winston-Salem/Forsyth Schools *HyperStudio*

Classroom Information:

Language: Latin
Time Needed: 4-7 hrs depending on number of computers
Language Level: Latin III-IV
Grade Level: Grades 9-12

Software: *HyperStudio*

Hardware: MacIntosh or IBM computer, scanner (optional) or digital camera

Other Equipment: LCD panel or video projector, overhead, speakers

Specific Objective(s) of the Lesson from the NC Latin Curriculum:

- Expand knowledge of Roman daily life and its relationship to societal practices.
- Expand knowledge of major historical and political figures and forms of Roman government, and relate them to their historical setting.

Procedures:

The objectives for this activity include:
To understand an avenue of the Roman's life in a general form;
To create a multimedia stack of one card;
To share information with fellow students.

- Choose one topic from the list provided.
- Research the information and take notes. Discover general, yet pertinent information about your topic.
- Select the most important points to use in the *HyperStudio* program.
- Create ONE card in a *HyperStudio* stack.
- Prepare one or two questions about your topic to ask your classmates.
- Avoid too much text. Try to make the card in the stack easy to read and pleasant to view.
- Add the following to your card: background or border, clip art, text box, button.
- After completing the card, go to the computer where a word processing document is showing. Type your question(s) at the computer, and include your name. The entire class will type questions at this computer. Then, the document will be printed, photocopied, and distributed to classmates. On a separate sheet of paper to turn in, write your question(s) and answer(s).

- Students rotate around the room to view HyperStudio stacks and answer questions asked by their classmates.

***Note**: Students can import images or scan images to include in their card. The presentation can be recorded for sharing with others.

HyperStudio Card.
1. Click on program icon.
2. New Stack.
3. Add the following to your card: background OR border, clip art, text box, button.
4. Clip art and backgrounds are found under File. Text box and button are under Objects.
5. Go to Disk File, MacHD, HyperStudio, HS Art.
6. Button information: "Things to Do" go to next card; play a sound.
7. Save your card. Title of your stack will be your first name and last initial.

Evaluation:
Computer creations will be graded on the following: accuracy, originality, creativity, good use of time, group effort.

Possibilities for Extension Activities:

- Students create posters or projects on their topics.
- Class conducts a seminar/discussion on the influences of the Romans.

Interdisciplinary Connections:

Art
Architecture
Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
ELP
English Language Arts
Food and Nutrition
World Cultures
World Geography
World History

Brief Description of Classroom Setting:

If there are not enough computers for every student, divide the class into groups of three. Allow groups to alternate times at the computer. For example, groups 1-3 may be at the computer on Monday and groups 4-6 may be at the computer on Tuesday. (If school is on a block schedule, divide into 45-minute segments.) Students with computers at home may want to complete the assignment there. While some students are at the computer, other students may work on various assignments (e.g., translation, worksheets on historical events, creation of timelines).

CIVILIZATION AND CULTURE

Danetta Genung, Glenn High School, Winston-Salem/Forsyth Schools *HyperStudio*

Classroom Information:

Language: Latin

Language Level: Latin I-II

Time Needed: 4-7 hrs. depending on number of computers

Grade Level: Grades 9-12

Software: *HyperStudio*, commercial CD on Roman culture

Hardware: MacIntosh or IBM computer, scanner (optional) or digital camera

Other Equipment: LCD panel or video projector, overhead, speakers

All French German **Latin** Spanish

Specific Objective(s) of the Lesson from the NC Latin Curriculum:

- Recognize major architectural features, engineering products, and art forms of the Greeks and Romans, as representations of their cultural perspectives.
- Identify food, clothing, and artifacts to form generalizations and make inferences about daily life and customs.

Procedures:

- Choose one topic from the area of Roman civilization.
- Research the information and take notes on the 4"x6" cards provided.
- Select the most important points to use in the *HyperStudio* program.
- Find at least two pictures that represent your topic. You may also dress in Roman costumes and have your photo taken. Look at the CDs and reference books in the library.
- Complete the draft of your *HyperStudio* stack on the 5"x8" note cards provided. Limit your stack to four cards.
- Avoid too much text. Try to make each card in the stack easy to read and pleasant to view.
- Once the draft is finished, work at the computer on your assigned days. (Don't forget to initialize your disk!)
- When the computer is not available, complete the assignments that will be given to you daily.

- Students make presentations (using video projector or LCD panel) to classmates who evaluate them (see enclosed rubric).

Evaluation:
Computer creations will be graded on the following: accuracy, originality, creativity, overall appearance, good use of time, and group effort.

Possibilities for Extension Activities:

- Students conduct more thorough research on assigned topics and produce a project. The project may be a videotape, a computer program, or a three-dimensional visual.
- Each group of students creates a one-page newsletter about the topic assigned.

Interdisciplinary Connections:

Art
Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
English Language Arts
ELP
Food and Nutrition
World History
World Geography
World Cultures

Brief Description of Classroom Setting:

If there are not enough computers for every student, divide the class into groups of three. Allow groups to alternate times at the computer. For example, groups 1-3 may be at the computer on Monday, and groups 4-6 may be at the computer on Tuesday. (If school is on a block schedule, divide into 45-minute segments.) Students with computers at home may want to complete the assignment there.

While some students are at the computer, other students may work on various assignments (e.g., translation, worksheets on historical events, creation of timelines).

HYPERSTUDIO EVALUATION Group Name: ______________________

	Excellent	Good	So-So	Unsatisfactory
Creative				
Educational				
Understandable Material				
Delivered Message				
Overall Presentation				

Comments:

NORTH CAROLINA, MY STATE

Oriel Rodriguez, Hunters Creek Middle School, Onslow County Schools *HyperStudio*

Classroom Information:

Language: Spanish	*Language Level*: Beginning
Time Needed:	*Grade Level*: Grade 4 (adaptable to 8th)

Software: HyperStudio

Hardware: Computer, scanner

Other Equipment:

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Write familiar words and phrases which are associated with visuals, props, or familiar contexts.
- Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.
- Demonstrate understanding and apply information and skills that are common to foreign language instruction and the fourth grade class.

Procedures:

Assumptions:

a. Fruits, vegetables, farm animals, social studies vocabulary needed (e.g., directions words north, south, east, west, and question words have been reviewed).
b. Students have been exposed to *HyperStudio*.

Day One

- Students practice vocabulary needed.
- Students draw (trace) map of North Carolina (Tres regiones/three regions).
- Students draw (trace) pictures of fruits (apple, cherries, strawberries), other crops (cotton and tobacco), and livestock (chicken and eggs, turkey, pig, cattle).

Day Two

- Teacher brings clip art on a floppy disk.
- Students begin creation of the project: North Carolina *HyperStudio* Stack.
- Students may include pictures of real animals and/or crops using the scanner, if possible, or may draw on the computer if they have the needed skills. They can also use digital pictures if available.

Day Three On

Students include the following in their project:

- Use the words North, South, East, and West in relation to where they live.
- Identify the three regions of North Carolina.
- List the products: crops and livestock.

- Locate the lighthouse.
- May present a list of targeted nouns as well as questions and answers.

* **Note:** Students may want to go into the DPI infoweb to find units about NC <www.dpi.state.nc.us>

Possibilities for Extension Activities:

- Students can use buttons over the map, they may create hot spots to targeted elements, and include as much information as wanted.

- Teacher may create a trivia section at the end of the project.

* **Note**: This project may be adapted for Middle Schools and integrated with eighth grade Social Studies curriculum.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
Health: Fruits, vegetables, meats
Math: If so desired, project may be more complex to include prices, distances with the metric system, etc.
Social Studies (North Carolina, 4th and 8th grades)

Brief Description of Classroom Setting:

The ideal situation: teacher has own classroom, even using only ONE computer. The project may be introduced and begun with the whole class. A demonstration of a sample project helps. After this, small groups of three may begin to create their own projects. From there on, it is up to the teacher to decide how to manage the creation of the projects.

Teachers may also want to use the media center or computer lab for access to more than one computer. Small groups can go to the media center or computer lab while the rest of the class receives small group instruction. For this practice, students are expected to know how to use the software very well; otherwise, they can use templates of the project and then enter the information.

HYPERSTUDIO PROJECT- SPAIN

Kathy Hrivnak, Lead Mine Elementary, Wake County Schools *HyperStudio*

All | French | German | Latin | Spanish

Classroom Information:

Language: Spanish
Language Level: Beginning
Time Needed: 4-5 classes
Grade Level: Grades 4-5

Software: HyperStudio multimedia presentation software

Hardware: Computer, scanner, computer projector

Other Equipment: Books about Spain, encyclopedias, computer research

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Locate on a map or globe the target countries and identify their major geographical features.
- Write familiar words and phrases associated with visuals, props, or familiar contexts.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:

Each class was given an area of study: Madrid, Sevilla, and Barcelona and recreation or places of interest. All slide titles were in Spanish. Both Spanish and English were used on the slides because of the language level of the students. Titles are listed below in English for the benefit of teachers of other languages.

Group 1
Madrid: The Royal Palace, the fountains (La Fuente de Cibeles), the statues of Don Quixote and Sancho Panza in the Plaza de España, the Plaza Mayor, El Prado, Las Meninas and La Puerta del Sol.

Group 2
Sevilla y Barcelona
Sevilla: The festival in Sevilla, La Giralda, the Guadalquivir River, flamenco
Barcelona: Las Ramblas (a shopping area), the Sagrada Famila Cathedral, the statue of Christopher Columbus.

Group 3
El recreo (recreation)
Slides included skiing in the Pyrenees, the coast, soccer, bullfighting, outdoor cafes, the paseo (an evening walk).

Lugares de interes (places of interest)
Granada (the Alhambra palace), Salamanca (the university), Segovia (the aquaduct), Cordoba (the mosque), Pamplona (the running of the bulls), the castles (the Alcazar), la Mancha (the windmills of Don Quixote.

Our last slide said "the end" "El fin" in Spanish as well as "adios, hasta la vista" and "hasta luego."

Class One:
All fourth grade classes met individually in the media center with the Spanish teacher and with the media specialist to view a HyperStudio project previously completed by the fifth grade. The various aspects of making a slide were discussed. Color, borders, and placement of a scanned picture, along with transitions were discussed.

Class Two:
The classes were divided into seven groups each. Each group was given a specific subject to research. They were asked to find a picture to scan and to write three sentences about their subject. Materials used for research included library books checked out by the Spanish teacher from both the school and public libraries, encyclopedias, and computer information obtained by the students in the school library or at home.

Class Three:
Each class had three scanners. The scanners were assigned to groups. As pictures were available, they were taken to the media center to be scanned on a disk. Each class had a disk. Seven pictures were scanned by each class on the disk. The groups made storyboards that included text, background color, borders, etc. Any additional scanning was completed during recreation time or other free time.

Class Four:
At this time, the students were excused by groups to go to the media center. The media specialist assisted them in typing their text onto the slide. The children chose their font, background colors, borders, etc. Forward and backward buttons were pre-chosen by the Spanish teacher. Each class voted on the type of transition between the slides that would be used.

This project was done in May. Some classes were cancelled and time constraints were challenging. The Lead Mine teachers were very supportive in allowing students to go to the media center at other times to complete their slides.

Class Five:
On this day we viewed our finished projects. Two classes met at a time in the media center to view our *masterpiece*. The students proudly read each slide and enjoyed viewing the pictures they so carefully had selected.

Possibilities for Extension Activities:

- Projects are shared with parents during parent night. Administrators and other teachers are given a private viewing to spotlight the program.
- In foreign language study, the use of *HyperStudio* is endless. Children can make projects about animals, time, their community, or any other subject by scanning pictures and writing about them. These projects can be used from year to year. Foreign language materials can be difficult to find and expensive to purchase. This is an inexpensive, very beneficial method of building a foreign language library of useful materials.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
Information Skills
Social Studies

Brief Description of Classroom Setting:

Our media specialist offered her support to our project by assisting the children with scanning and setting up their slides. I spent time with her going over their work and putting the project in order. She had a copy of our class schedules and knew to expect children in the media center.

COUNTRY PROJECT

Raymond A. Hafemann, Maumee High School, Toledo, Ohio *HyperStudio*

Spanish

Classroom Information:

Language: Spanish *Language Level*: Level IV

Time Needed: *Grade Level*: Grades 9-12

Software: Multimedia programs such as *HyperStudio, Encarta*

Hardware: Computer, access to Internet is optional

Other Equipment: Diskettes, access to Internet for research, CD-ROMs, encyclopedias, etc.

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Develop in writing an organized summary, composition, report, or article.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
- Examine the geographical features of the target countries and explain their impact on the peoples
- Compare the native and target cultures in terms of various institutions.

Procedures:

Students in pairs or groups are to complete a research project on the country of their choice using *HyperStudio*.

Guidelines:

You may use clip art, photographs from Encarta, or from the Internet, or original artwork to illustrate your presentation but understand that certain elements (such as the map and the flag) must be reproduced. Each presentation must use one of the following aspects of the *HyperStudio* program:

1. Use of buttons, graphic and text objects
2. Hide/show NBA
3. Blabbermouth NBA
4. Animation
5. A minimum of four pages total
6. A credits page listing your sources of information and graphics.

HyperStudio Project Evaluation

1. Total points from research page (80 points possible)
2. Total points on Spanish usage (50 points possible)
3. Total points on use of *HyperStudio* program (20 points possible)

Extra Credit: Special effects used

Research Project: Country:

You must address:
1. the area/size/population (and compare it with one or two states in the US)
2. the flag (reproduce, copy, draw, include colors. Explain the significance of coat of arms and emblems

Geography:
3. the map with general information about mountains, rainforest, rivers, lakes, gulfs, oceans/seas
4. the capital and at least three important cities
5. neighboring or nearby countries

Economy:
6. major products, services
7. economic relationship with the US (what do we import and what do we send them?)
8. unit of currency and a recent exchange rate

History:
9. predominant Native Amerindians in this country
10. date discovered by Europeans and by whom?
11. part of which colony? date of independence and major figure in independence
12. 20th century history - recent events that figure in the importance for what the country is like currently

Present Information:
13. political structure of the current government, current leader of the country
14. economic or political problems within the country. People in the news
15. social problems, drugs trafficking

Food:
16. typical food in this country - find a recipe or an example of food eaten typically in your assigned country

***Note:** This lesson was developed by Raymond A. Hafemann. {rhafema@BGNet.ggsu.edu} In FLTEACH. {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU}. January 20, 1998.

Possibilities for Extension Activities:

Project can be shared with other groups and can be used with students as a teaching tool or as a model for the next year's students.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
English Language Arts
Social Studies (World Geography, World History)

Brief Description of Classroom Setting:

Students complete this project at the computer lab. If access to the lab is limited, students do their research in the library using all available resources (Internet, CD-ROMs, encyclopedia, etc.). They can organize the text corresponding to each card while in the classroom and use the computer lab to enter their information and incorporate the elements of *HyperStudio*.

BEST COPY AVAILABLE

D. Multimedia

- CD-ROMs
- HyperStudio
- PowerPoint
    - How to Do Something
    - Victor Hugo
    - Unsere Ferien
    - Grammar Review Transparencies

POWERPOINT SAMPLE LESSONS

Carson, Bethanie. {jethanie@tbcnet.com} "PowerPoint Presentations - Feelings." FLTEACH. {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU} October 7, 1998.

In my Spanish II classes, we are presently working with emotions/feelings with estar. Tired of the lame textbook pictures, I decided to try something new, different, and hopefully, more interesting. After teaching the emotions through TPR, I assigned an emotion to each pair of students and gave them 2 minutes to figure out how best to act out/demonstrate that feeling. Then, I used a digital camera to take pictures of each pair and put the photos into a PowerPoint presentation and added the appropriate captions. Using the timing delays, we can review vocabulary using our new visuals, and students are more keyed into the discussion than normal because they are the stars of the presentation.

Colozzi, Diane M. {dcolozzi@websecure.com} "Ideas for French 4 projects." FLTEACH. {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU} December 20, 1996.

I am just finishing a project with French IV Honors. They had to do a commercial in French on *PowerPoint*. We go to the computer lab once a week to work on it. I wrote out the process and what I expected them to do by the end of the quarter. When they are finished, they will be presenting their products to the class. All information is written in French. They used clip art and we scanned in some pictures.

Rose, Chris. {wmrose@nr.infi.net} "PowerPoint." FLTEACH {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU} January 13, 1998.

Today one of my Spanish III students gave us his *PowerPoint* presentation of Jerumbi, a Venezuelan legend very similar to Hansel and Gretel, which he read. Each student had to read a different legend and present it to the class as a video claymation, a mini television set with audio (a box with a hole cut for the spooled story to pass by), a flannel board presentation, a puppet show, or an electronic presentation of the story. They could not just read the legend; they had to give a summary. Everyone loved the little unexpected additions of characters that popped into the scene. Also, these *PowerPoint* presentations can be videotaped for later use on the TV.

I made a presentation at the beginning of the year to show the requirements and my expectations for the year and gave them a handout with the information.

There are many other uses to *PowerPoint* e.g., explanations and examples of concepts that you wish to present. Also I have my Spanish I students write poetry about themselves using adjectives and verbs that explain what they do and the qualities they possess. With *PowerPoint*, the plan for the poetry and examples could be shown on the TV right from the computer.

Stacy, Carol. {crstacy@aol.com} "News and PowerPoint in the classroom." FLTEACH. {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU} April 20, 1998.

I use *PowerPoint* and have "noticias" the first few minutes of each class. I just use the headlines - appropriate vocabulary, of course, but introducing vocabulary in context (Who can miss "el transbordador Columbia tiene 2000 animales"?) along with the news of the Hispanic world, news of the economy, or other world or national news.

POWERPOINT SAMPLE LESSONS

continued...

The length and detail depends on your class, but once you have the general format, set the automatic timer on *PowerPoint*, and let it roll while you deal with attendance and other administrivia. Students read it, then we discuss it, then they take notes. I add breaking news every day, and everything is completely new each week. Every three weeks we have a test, using their notes.

Along with vocabulary and verbs, we must not forget that we are teaching a language - a living, breathing language in which all ideas can be expressed (without resorting to English), and a language which is infinitely useful in the professional arena. I desperately want my students to know that there is a bigger world out there - bigger than their current world which is limited by the Seven-Eleven on one side and the mall on the other.

It also keeps me on my toes-not a bad thing at all. And - wonder of wonders! - my students sometimes come to class and tell ME what the stock market is doing! For some of my students, this is definitely a major miracle.

HOW TO DO SOMETHING

PowerPoint

Classroom Information:

Language: All
Time Needed: Varies (see below)
Language Level: Levels II-IV
Grade Level: Grades 9-12

Software: *PowerPoint*

Hardware: Computer, printer

Other Equipment: Data/video projector, LCD panel

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Explain a simple process, incorporating instructions.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:

* **Note**: Length of activity varies with the students' level of familiarity with *PowerPoint*.

- Teacher begins the lesson by showing the students a *PowerPoint* slide presentation about something he/she does especially well (e.g., How to Bake a Cake), making sure that each step is clearly explained. To help students with the presentation, a copy of the slides is printed as a handout (3 or 6 slides by page) where students can take notes as the teacher remarks on specific points (not too much text, large font). Teacher may also illustrate the use of Notes Pages where additional information not on the slides is written for use as a reminder in the oral presentation.
- Students are asked to think about something they do well: playing a sport, a musical instrument, singing, hobbies, etc. and to create their own *PowerPoint* presentation. At this time, a rubric outlining the criteria used to judge the project is given to the students and a brief discussion explaining the criteria (if need be) follows.
- The first step in the creation of the project requires the students to organize their thinking into a series of steps, each one corresponding to one *PowerPoint* slide. This step can be accomplished at their desks to minimize time at the computer if computer access is limited.
- After they have selected each step, students concentrate on the choice of words and the kinds of graphics to accompany each step.
- Students are now ready to work at the computer. Using the AutoLayout, they create a slide for each step by adding the text and graphics.

- Once the work at the computer is completed, students rehearse their presentation, timing themselves. They present their project to the rest of the class who evaluates the projects according to the rubric which was shared at the beginning of the project. Presentation is made with LCD panel or a data/video projector which allows the computer screen to be projected on a large screen for all to see.

* If access to the computer is limited, students can work in pairs or in groups of three with each student having responsibility for creating a certain number of slides. Another option would involve one student responsible for the oral presentation and one responsible for the computer presentation.

Possibilities for Extension Activities:

- Presentations can be printed as handouts (3 or 6 slides per page) and given to students for review purposes.
- Presentations can be videotaped and shared with other publics (parents, other students, etc.).

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
English Language Arts

Brief Description of Classroom Setting:

This activity is best when completed in a computer lab with individual, pairs, or groups of three students working at one computer. If there is only one computer available in the classroom, groups of three students work on their project during one classt ime, while the rest of the class is involved in another activity. With this set-up, it is especially useful to have students organize their ideas, write down the text, and think about the graphics while at their desk.

VICTOR HUGO

Marge Mandl, Henry Ford II High School, No school system listed *PowerPoint*

Classroom Information:

Language: French *Language Level*: French IV

Time Needed: 5 days *Grade Level*: Grades 9-12

Software: *PowerPoint, Storyboard*

Hardware: Computer, printer

Other Equipment: None listed

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Compose narrations and detailed descriptions in present, past, and future time orally and in writing.
- Summarize, interpret, and analyze information from authentic materials or literary samples orally and in writing.
- Analyze, evaluate, organize, and determine point of view and purpose from oral and written materials.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:

My French IV students just finished *PowerPoint* projects on Victor Hugo, and they did a very nice job. Here are some of the details of the project.

I have 30 students in the class. I divided the class into several different categories. (We had read excerpts from *Les Misérables* and they had watched the Disney film *Le Bossu de Notre Dame*.)

Each group was to make 4-5 *PowerPoint* slides on their given topic to be put together to make one long presentation on Victor Hugo and related culture topics. Numbers in parentheses indicate the number of partner groups covering this topic.

Computer partner groups:

1. Victor Hugo - romancier et poète (1)
2. La poésie de Victor Hugo (2)
3. La cathédrale de Notre Dame de Paris (1)
4. L'architecture gothique (2)
5. Les Misérables (4) (Storyboard)
6. Le Bossu de Notre Dame (4) (Storyboard)
7. Les Exclus (1) (as a theme in Hugo's works as well as some current information on homeless in France today.)

VICTOR HUGO

continued... *PowerPoint*

Our computer lab was just finished in October so this was our first attempt at a major project on *PowerPoint*. The students loved doing it and they learned quite quickly how to add animation, scan in their illustrations, etc. Of course, we did have some technical difficulties at times, and it took longer than I had hoped. I originally thought that 3 days in the lab would do it. However, it took 5 days and 2 groups went after school or on lunch hours to complete theirs. The end result was a beautiful presentation, student-made and all in French, which was shared with the whole class.

A rubric was used to grade the project.

* Lesson by: Mandl, Marge. {jmmandl@ameritech.net}. "Hyperstudio vs. PowerPoint." In FLTEACH. {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU}. January 13, 1998.

Possibilities for Extension Activities:

- Exchange presentations with students in other classes, schools, and/or countries.
- Show presentations during parent day/night. Share at a PTO meeting.
- Collaborate with English Language Arts and/or Arts teachers to identify additional areas of integration and to design a common project.

Interdisciplinary Connections:

Arts
Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
English Language Arts

Brief Description of Classroom Setting:

Thirty students in the class. We worked out of the computer lab.

UNSERE FERIEN (OUR VACATION)

Helga Fasciano, Hickory High School, Hickory City Schools *PowerPoint and WWW*

Classroom Information:

Language: German
Language Level: Level II
Time Needed: 3 full 90 min. periods
Grade Level: Grades 9-12

Software: *PowerPoint*

Hardware: Computer with Internet access

Other Equipment: None

Specific Objective(s) of the Lesson from the NC Foreign Language SCS:

- Give oral and written presentations about people, places, things, and events using simple sentences and paragraphs.
- Identify main idea(s) and some details from simple oral and/or written passages.
- Investigate perspectives and practices of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
- Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Procedures:

***Note:** This lesson parallels a lesson I already had in place. It is used to go along with the material covered in chapter 3 of 2nd year *Komm Mit*. At first, we only used a classroom computer to gather the information via the Internet, and then the students prepared a verbal report with posters, etc.

- To access Ms. Fasciano's homepage, go to <http://www.hickory.k12.nc.us>
  Go to Hickory High School, Department, German. The following lesson is found there.

- Welcome to your *Power Point* presentation instructions. First, you need to visit the following website: <http://www.city.net>

- While there, you need to select a German city and find out the following information:

  1. Interesting places to visit (2-4)
  2. Locate 2-3 restaurants to visit
  3. Locate overnight lodging
  4. Get the cost of restaurants and lodging

- Once you have gathered your information, you are ready to start. After some group instruction in the basics of *PowerPoint,* you will begin to create your presentation. You will create 5 slides according to the outline:

UNSERE FERIEN (OUR VACATION)

Slide 1: Title Slide (Stadt usw)
Slide 2: Was hasd du besichtigt.besucht oder gesehen? (What have you viewed, visited, or seen?) This is to review the correct idiomatic usage of these verbs.
Slide 3: Wo hast du gegessen und wie war's? (Where did you eat and how was it?)
Slide 4: Wo hast du übernachtet und wie war's? (Where did you spend the night and how were the accomodations?)
Slide 5: Wie hat dir die Stadt gefallen? (What was your overall impression of the city?)

Viel Spass!

Possibilities for Extension Activities:

Put together a booklet by printing out handouts of the presentation. Students are given a budget to work with. First, they have to decide which tours they can afford and then decide which tour they want to take. Once they have selected a tour, they write a paper about the city as if they had visited it.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
Life Skills - Budgeting and planning a vacation
World Geography
World History (why would a tourist site be important to that city?)

Brief Description of Classroom Setting:

15-25 students. This lesson works best in a computer lab but could be assigned as an out-of-classroom assignment if resources and student familiarity with *PowerPoint* allow.

GRAMMAR REVIEW TRANSPARENCIES

Danetta Genung, Glenn High School, Winston-Salem/Forsyth *PowerPoint*

Classroom Information:

Language: Latin
Time Needed: 1-2 hours
Language Level: Latin I-IV
Grade Level: Grades 7-12

Software: *PowerPoint, SuperPrint, PrintMaster Gold, ClarisWorks, PrintShop Deluxe, Microsoft Works*

Hardware: IBM or MacIntosh and a color printer

Other Equipment: Transparencies designed for deskjet printers, overhead projector

Latin

Specific Objective(s) of the Lesson from the NC Latin Curriculum:

- Write simple sentences and phrases in Latin.
- Draw conclusions and make inferences orally or in writing.

Procedures:

This activity allows the student to be the teachers and allows them to review grammatical constructions at the beginning of the year.

Each student will create a transparency that reviews a grammatical construction. The student will review with the class by showing the transparency and explaining the concept. Every transparency should have the following:

1) define the concept;
2) give an example of the construction and provide the translation/answer;
3) give another example and ask the class for the correct answer.

Students should encourage class participation during the presentation.

Evaluation

Transparencies are graded on the following: accuracy, originality, creativity, presentation, encouragement of class participation.

Possibilities for Extension Activities:

- Students create original sentences and share with classmates (on a handout that the teacher compiles).

- Students create a grammar review card. The teacher chooses the most accurate, comprehensive card and photocopies it for the entire class.

Interdisciplinary Connections:

Computer/Technology Skills (see specific objectives in Multimedia/Presentation strand)
English Language Arts

Brief Description of Classroom Setting:

If there are not enough computers for every student, divide the class into groups of three. Allow groups to alternate times at the computer. For example, groups 1-3 may be at the computer on Monday, and groups 4-6 may be at the computer on Tuesday. (If school is on a block schedule, divide into 45-minute segments.) Students with computers at home may want to complete the assignment there.

While some students are at the computer, other students may work on various assignments (e.g., translation, worksheets on historical events, creation of timelines).

Section IV:

Assessment

IV. Assessment

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Assessing Students' Work

Assessing Language and Technology

Often, when assessing a task or project which includes a technology component, the focus is placed solely on the foreign language component. If teachers are serious about integrating technology within the foreign language class, then they need to look at ways to assess both of these components. But first, they have to be clear on what they want students to be able to do linguistically and technically as a result of the task and/or project.

Rubrics

Once that determination has been made, a rubric with scoring criteria can be established. Criteria usually outline what is to be evaluated and how it is to be judged. Teachers may create their own scoring criteria for assessing students' achievement. They may also want to have a self-and/or peer assessment to be part of the overall assessment.

Teachers may choose to devise two rubrics, one for the language component and one for the technology component, or they may combine the two. The criteria outlined in the rubric can then be used by students to guide them in addressing their task and may also be used to focus on areas for improvement since the assessment is broken down into specific areas. By looking at the rating on the individual criteria, students can see more clearly where improvements need to be made.

Share Rubrics at the Beginning

Giving the evaluation sheets (rubrics) at the onset of the task so that students can plan accordingly is especially effective. Students can follow the criteria from the rubric and can monitor their own performance in reaching these goals. Following are a few sample rubrics addressing technology and foreign languages.

Share the Projects at the End

What to do with the completed projects? They can be saved on a diskette for sharing with parents, etc. If project is too big to fit on a diskette, it can be transferred to videotape for demonstration purposes. Also, the projects can showcase the students' language proficiency when they are included on the school's web site or on other web sites.

Presentation Rubric

	1	2	3	4
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.
Subject Knowledge	Student does not have grasp of information; student cannot answer any questions.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge by answering all class questions with explanations and elaboration.
Graphics	Student uses superfluous graphics or no graphics.	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of the report.	Student maintains eye contact most of the time, but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.
Elocution	Student mumbles. Terms are pronounced incorrectly. Hard to hear.	Student's voice is low. Terms are pronounced incorrectly Difficult to hear.	Student's voice is clear. Most of the terms are pronounced correctly. Can hear.	Student uses a clear voice and correct, precise pronunciation for all to hear.

Information Technology Evaluation Services

Research/Knowledge Rubric

	1	2	3	Score X Weight	Total
Research Base	Sources less than required.	Required numbers of sources.	More than required number of sources.	______x 10	
	No variety of sources.	Three types of sources.	More than three sources.	______x6	
	Does not follow citation format.	Inconsistent use of citation format.	Consistent use of citation format/error free.	______x5	
	Blatant plagiarism.	Inconsistent attribution.	Complete/ appropriate attribution.	______x8	
Knowledge Base	Lack of thesis statement and/or failure to provide explication.	Unsupported thesis statement or inappropriate examples.	Thesis statement adequately supported with explication.	______x10	
	Inadequate or inappropriate conclusion.	Conclusion does not synthesize information.	Conclusion provides effective summation of all components.	______x5	

Grading Scale

130 - A+
109 - B
88 - C
64 - D
44 - F

Information Technology Evaluation Services

Generic Foreign Language Productive (speaking and writing) Skills Rubric

(0) No response. Task is not addressed. No information is communicated by the student or it is communicated in English. The message is incoherent and cannot be understood at all.

(1) Communicates very little relevant information. Statements are barely coherent, shows no evidence of organization, and employs minimal vocabulary to address the task. Very few statements are structurally correct. Message is barely understood.

(2) Communicates some relevant information with some evidence of organization and structural accuracy. Employs limited vocabulary. Some parts of the message can be understood.

(3) Most of the information communicated is relevant with most statements being generally coherent. The information displays some form of organization and is generally structurally correct. Employs adequate vocabulary to address the task. Most of the message can be understood.

(4) All information communicated is relevant with all statements being coherent, organized and structurally correct. Employs a variety of vocabulary. Entire passage can be understood.

Hyperstudio Project
Computer Skills Rubrics

Key 1=In Progress 2=Basic 3=Proficient

Content	Criteria	Rubric
Screen Design	• Type and fonts consistent. • Icons appropriate. • Button placement consistent. • Screen clear, uncluttered. • Graphics sized appropriately. • Text error free.	1. Can read screen; cannot navigate through program. 2. Can navigate program but screens are hard to read/cluttered 3. Can navigate easily, screens clear and error-free; creative and interesting.
Program Design	• Title page with copyright disclaimer if appropriate. • Bibliography screen is included at the end. • At least three branching opportunities. • No "dead ends." • Always return to menu.	1. No branching opportunities, credits or graphics. 2. Branching, some "dead ends." Credit screens complete and accurate. Some graphics, but several missed opportunities. 3. Program flows logically without dead ends. Graphics used at all appropriate points to support text. Credits error free.
Program Operation	• Buttons work and are clearly marked. • Menu and/or quit options on every screen. • Sound is clear/non-distracting. • Icons intuitive. • Pictures/graphics/sound used all appropriate opportunities.	1. Program does not work. 2. Buttons work, but not always clearly marked; use of memo/quit options scattered throughout – not consistent. 3. Program works; every item executed; flows easily and intuitively, sound/graphics are clear and appropriate.

Information Technology Evaluation Services, August 1996

Sample PowerPoint Rubric for a Product Advertisement

Process
C. Did not follow requirements
B. Most requirements followed, not all
A. All 7 requirements completed Total:

Accuracy
C. Many mistakes in vocabulary, spelling, grammar
B. Some mistakes in vocabulary, spelling, grammar
A. Almost no errors Total:

Accent Marks
C. Missing
B. Some errors
A. No errors Total:

Choice of Language
C. Interference from English
B. Good expression, slight English interference
A. Appropriate target language expression Total:

Liveliness and Creativity
C. No creativity or design, little effort visible
B. Creative, looks good; good use of design; obvious effort
A. "Stunning," a beautiful job Total:

Organization
C. Poor opening and/or closing slides, order of slides not logical
B. Good opening and/or closing slides, order of slides is logical
A. Great opening and/or closing slides, superb order of slides Total:

Presentation
C. Unclear, too fast or halting expression
B. Clear, well-paced, some awkwardness of expression
A. Flows very well, smooth, excellent ease of expression Total:

Your Goal
C. Unconvincingly sold the product
B. Good job of convincing
A. Convincingly sold the product, won us over Total:

Slide Design
C. Type and fonts too cluttered, hard to read
B. Type and fonts not always readable and clear
A. Type and fonts easily readable and clear Total:

Graphics
C. Graphics too large/small, do not add anything to presentation
B. Graphics not always sized appropriately, at times detract from presentation
A. Graphics sized appropriately, enhance presentation Total:

On Time
C. Very late= -2pts
B. One day late= -1pt
A. On time= 2pts Total:

Adapted from a rubric by Diane Colozzi {ddcolozzi@worldnet.att.net}. "*PowerPoint* Rubric." In FLTEACH. {FLTEACH@LISTSERV.ACSU.BUFFALO.EDU}. March 18, 1998.

Section V:

Resources

- *Language and Multimedia Labs*
- *Technology Resources for Use in the FL Class*
- *Miscellaneous Resources*
- *Web Pages and Listserv Addresses*

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Language and Multimedia Labs

ACSI, Advanced Communication Systems, Inc.
Jim Walton, Regional Sales Manager
P.O. Box 328
7525 Broad River Road
Irmo, S.C. 29063
(803) 781-1202 or (800) 526-6907

Educational Media, Inc.
3712 E. Second Street
Edmond, OK 73034
(800) 654-8428

Sony International Learning Systems, Inc.
221 E. Market, Suite 36
Iowa City, IO 52245
(800) 344-1201

P/H Electronics, Inc.
Educational Systems
117 E. Helena Street
Dayton, OH 45404
(800) 336-2219

The Highsmith Co., Inc.
W5527 Highway 106
P.O. Box 800
Fort Atkinson, WI 53538-0800
(800) 558-2110

Fleetwood
P.O. Box 1259
Holland, MI 49422-1259
(800) 257-6390

Tandberg Educational
1 Labriola Court
Armonk, NY 10504
(800) 367-1137

ASC Direct
5855-A Oakbrook Parkway
Norcross, GA 30093
(770) 246-0957
Contact: Ben Creed at (800) 552-9979

Stevens Learning Systems, Inc.
3731 Northcrest Rd.
Suite 26
Atlanta, GA 30340
(404) 457-9375

Califone International, Inc.
21300 Superior Street
Chatsworth, CA 91311
(800) 722-0500

Technology Resources for Use in the Foreign Language Class

(Includes Publishers' Addresses)

I. CD ROMS

A la rencontre de Philippe
French
Yale University Press

All in One
Spanish, French, German
Teaches vocabulary through a series of 27 games, including Bingo, Jigsaw Puzzles, Concentration, Simon Says and others. No reading and writing necessary to play the games. Audio of native speakers' voices.
Teacher's Discovery

Berlitz Think & Talk
Macintosh
Spanish, French, German
Beginner program including fifty language lessons with a focus on short situational dialogues.
Athlestan and World of Reading

Cultures des Pays Francophones de l'Afrique de l'Ouest
Macintosh
French, English
CD and manual developed to support the teaching of the cultures of West Africa in French and Social Studies classes. Includes information on the traditional and current aspects of life in West Africa, illustrated by over 400 pictures. Presentation both in English and French includes music, activities for students, maps, video clips, a brief history, a French-English glossary.
Montgomery County Public Schools

Discovering French Interactive
D.C. Heath

Easy Kana

Macintosh
Japanese
Beginner course offers drills for Katakana and Hiragana syllabaries. Over 300 words pronounced by a native speaker in word drills that test recognition and pronunciation. Animated stroke order drills.
World of Reading

Einfach toll!

Macintosh, Windows
German
Interactive listening comprehension program based on a somewhat longer video, filmed on location in Mainz.
Houghton Mifflin Co.

Encarta

Macintosh, Windows
Available in a variety of languages.
Encyclopedia and world atlas enabling users to see people, places, and things. Includes virtual tools.
Microsoft

Encuentros a lo vivo/Pris sur le vif

Macintosh
Spanish, French
Allows students to explore a variety of conversations, narratives, and reading designed for levels one and two of Spanish and French. Integrates video clips, graphics, text, audio and photos.
Scott, Foresman and Company

Introductory Games in Spanish

Spanish
Teaches concepts and vocabulary for concepts in Spanish. Three menus from which to choose different games that require different types of responses.
Syracuse Language Systems, Inc.
Gessler Educational Software

Kanjimaster

Macintosh
Japanese
Beginner course to learn and practice the recognition, writing, and pronunciation of basic kanji. Includes 352 kanji characters and approximately 200 compound words.
World of Reading

Language Now!

Macintosh and Windows 3.1 or Windows 95

Spanish, French, German, Italian, Russian, Latin

Authentic stories and articles with translation of words, phrases, and sentences provided as needed instantly in surrounding windows. Record/playback and compare option available.

Transparent Language

Language Fun for Children

French, Spanish, German, Japanese

Plays 27 games such as Simon Says, Bingo, jigsaw puzzles, and many more. Colorful graphics, native speakers.

Audio-Forum

***Learn to Speak* Series**

Macintosh and Windows

French, Spanish, German

This two-disk CD-ROM course for the beginner/intermediate level (grades 9-12) emphasizes speaking and listening skills and builds reading and writing skills as well. Students progress through 30 chapters based on real life situations. Each lesson begins with a brief summary of the situation, or setting from which the user can branch to a dialogue, to notes on grammar and culture, to listening exercises, to vocabulary lists, to practice screen, or to a test. Record-playback feature allows students to record, replay, and compare their voice to that of a native speaker.

Hyperglot Software Company and The Learning Company

Let's Visit Spain
Let's Visit Mexico
Let's Visit South America

Learning Lab Software

Lyric Language/Spanish

Multimedia interactive software program in which students in grades Pre-K to 3 can develop and improve their linguistic skills in listening, reading, speaking, spelling, and grammar. Topics such as the supermarket, going to the zoo, the beach, the seasons, the alphabet, the days of the week, jump rope, the night, etc., are presented in this program through the media of music and interactive video. Grammatical structures and vocabulary are integrated within the context of music and songs. (Reviewed by James Becker, University of Northern Iowa)

Penton Overseas

Maya Quest

Explores the jungles of Mexico and Central America for clues to the collapse of the ancient Mayan civilization.

World of Reading, Ltd

Nouvelles Dimensions, Nuevas Dimensiones
French, Spanish
Heinle& Heinle

Practice Makes Perfect
French
This CD-ROM helps the learner build an extensive vocabulary on everyday topics (shopping, food, health, etc.) and helps improve pronunciation by choosing from a variety of accents modeled by native speakers.
The Learning Company

Playing with Languages Series
***Introductory Games* (French, Spanish, German, Japanese)**
***Goldilocks and the Three Bears* (Spanish, French)**
PC or equivalent
Spanish, French, German, Japanese
Provides practice screens, clear audio of native speakers, and multiple skill levels.
Syracuse Language Systems, Inc.
Gessler Educational Software

Perseus
Interactive resource (videodisc and CD-ROM) for Macintosh computers. Delves into the culture of ancient Greece.
The Annenberg/CPB Collection

Pronunciation Tutor Spanish
HyperGlot Software Co.

Puzzle Power
Makes crossword puzzles, word searches, cryptograms, kriss kross puzzles.
Centron Software Technologies

Rosetta Stone
French, German, English
92 lessons starting with introduction of simple vocabulary words and progressing to complex phrases. Focuses on the recognition of script and listening comprehension materials associated with photographic still images.
Fairfield Language Technologies

Spanish Tutor
Learning Lab Software

Spanish Vocabulary
Spanish
Hyperglot

Spanish Your Way 2.0
French Your Way 2.0

Spanish, French
Windows 3.1 and Windows 95
Interactive language experience with branching conversations. Teaches conversation, grammar and over 2500 words.
Syracuse Language Systems

¡Trato hecho!

IBM and Macintosh
Spanish
Beginning and intermediate Spanish series. Stresses Spanish for everyday communication and applies it to authentic settings.
Foreign Languages
Fairfield Language Technologies

TriplePlay* and *TriplePlay Plus! (Part of the *Playing with Language* Series) –

French, Spanish, German, Italian, Japanese
This CD-ROM program presents over 1,000 words and phrases, completely in French, via a series of 50 interactive games. The program offers three game modes, six subject areas, and the three game levels. The player can select from nearly 100 individual games, most of which are designed for one player, but some can be for two or more.
Syracuse Language Systems

Vocabulary Builder

Macintosh and Windows
Spanish, French, German
Teaches over 2,300 from commonly spoken words ranging from food to family to finance. Record/playback feature and extensive use of native speakers.
The Learning Company

Who is Oscar Lake?

Macintosh and Windows 3.1
Spanish and French
Mystery involving students in a series of choices as program unfolds. International jewel thief, Oscar Lake, steals the blue diamond, and it is up to the students to solve the mystery taking place in the foreign country. The user of Oscar Lake takes a journey where each location contains certain objects to be selected to help overcome obstacles. Includes video clips, graphics.
World of Reading, Audio-Forum

II. AUTHORING SYSTEMS

Dasher

Enables teachers of foreign languages to write language lessons (story exercises, transformations, substitutions, T or F, sentence combining, fill-in the blanks, etc.)
The University of Iowa
CONDUIT

WinCALIS Authoring System

Duke University

III. MULTIMEDIA AUTHORING SYSTEMS

Digital Chisel

Macintosh, Windows
Lets user combine picture, sound, movies, and text into a multimedia slide show. Includes tools to create interactive quizzes and to compile results in a database.
Pierian Spring Software

KidPix

Software drawing program for children which incorporates sound and pictures - scanned, quick cam, and/or from a CD.
Broderbund Co.

HyperStudio

Authoring program allowing users to create multimedia (text, sound, animated graphics) presentations. Laserdiscs, CD-ROMs, and QuickTime movies can also be integrated in the presentation.
Roger Wagner Publishing, Inc.

Libra

Macintosh
Authoring program which can construct interactive video lessons. Has preconstructed templates and other authoring tools.
Southwest Texas State

PowerPoint

Macintosh and Windows
Presentation software which allows the user to create a slide presentation inserting clip art or using PowerPoint's drawing tools to create objects and text. A presentation file contains one or more slides that can be displayed on the screen or that can be printed as masters for overhead transparencies, as 35-mn slides, as outlines or printed handouts, or as speaker notes. Power Point allows the user to select and apply several templates to a presentation and work with Slide Masters.
Microsoft Office

IV. SOFTWARE

Ace Detective, Ace Reporter

Macintosh, MS-DOS format
Spanish
Programs originally developed for use by monolingual native speakers of Spanish between the ages of 6 and 9 as an aid to their acquiring reading skills. However, this software could easily be used by learners of Spanish at the third or fourth year of high school. (Reviewed by Robert Mee, University Center, Michigan.)
Gessler Publishing Company

Atajo/Spanish
Quelle/German
Système D/French

Word processor designed to facilitate student writing at the beginning, intermediate, and more advanced levels. This program gives access to bilingual dictionary, verb conjugator, grammatical index, vocabulary index, and phrase index.
Heinle & Heinle

Body Builder, City Guide, Dress Me, Hotel Ritz, House Key, Mystery Family, Order up, School Day, Time Teller, Grammar Tutor, Word Tutor

Macintosh in Spanish, French, German, and Italian
Windows in Spanish, French, and German
30-day on-approval ordering. Single copy and site license available.
Idiom Software Incorporated

ClarisWorks

Includes word processing with built-in clip art libraries. Has dictionary and spell check available in several languages, in addition to extensive painting and drawing features, database and spreadsheet.
Apple Order Center

ClarisWorks en Español

Has all the features mentioned above in addition to the menus, documentation, etc. being in Spanish.
Apple Order Center

Cloze Encounters in German

Macintosh
German
Supplemental material to be used by a student or students working with a computer. It consists of passages in which users replace letters or words which have been omitted. The patterns of omission can be chosen by the users.
Lingo Fun, Inc.

¿ Cómo se LLama? A Juste Titre
Spanish, French
Fosters skimming by getting students to identify the topics of texts from as few words as possible.
Althelstan

En el Zoológico
Spanish
Picture book which combines spelling, graphics, and digitized voice to teach beginning and intermediate students vocabulary of animals and objects at the zoo.
Gessler Publishing Company

French/Spanish Assistant
French, Spanish
Powerful translation, reference and writing package that allows for bi-directional, sentence-by-sentence understandable, and near perfect translation using an IBM compatible computer. The program can be a good study aid as well as a tool for writing compositions. The translation process is easier if the student has a basic understanding of grammar jargon and the ability to distinguish between contextual exceptions to usage. Once installed, the program allows the user to select a mode of translation: French/Spanish to English or English to French/Spanish. The user has six options: "edit," "word scan," "translate," "options," "dictionaries," or "quit." (Reviewed by Ms. Tamiso, Manlius, New York.)
MicroTac Software, Inc. also available from Gessler

Key Into French Dictionary
French
Macintosh
On-screen bilingual dictionary. The program gives access directly from the keyboard to 40,000 entries featuring the Random House French Dictionary including both the French and English databases. Entries from one of the dictionaries can simply be consulted or copied and pasted into the document on which the user is working. Also included are ten reference tables located in pull-down menus. (Reviewed by Robert Terry, University of Richmond.)
Exeller Software Corporation

In the French Body
In the German Body
Software/videodisc package
Encourages conversations on multiple levels. Students practice the verbal and nonverbal parts of the interactions.
G1/032 LL Healy Library, Agora Language Marketplace

Latin Skills I and II

Latin

Offers practice in inflecting and recognizing the stems, tense and mood suffixes, and personal endings of Latin verbs and the declensional endings of nouns and adjectives.

Falcon Software, Inc.

Picture It!

Macintosh, IBM-PC, MS-DOS, MS Windows

Spanish, French, German, Italian, Japanese

Presents a written translation of a given word along with a digitally edited audio pronunciation of the word by native speakers.

Penton Overseas, Inc.

Spanish in Seconds

Spanish

Tutorial program for learning the most often used phrases in Spanish. It is essentially an interactive phrase book. A phonetic line follows every word or phrase, making them easy to pronounce. Requires no prior experience with the language, includes a section on grammar and accesses phrases by clicking on a picture or item on the menu. (Reviewed by Jon McGinnis, Mission Viejo, CA.)

Intellimation

Spanish Partner

Macintosh and IBM-PC compatible computers

Spanish

Software program allowing beginning and intermediate student learners of Spanish to practice and review grammatical structures and basic vocabulary through well-designed exercises with excellent feedback in English. Learners choose simple to more complex lessons from 30 chapters. (Reviewed by Dr. Lina Lee, State University of New York, Plattsburgh.)

McGraw-Hill, Inc.

Transparent Language

Macintosh and DOS

French, German, Italian, Latin, Spanish

Reading program aimed at helping readers improve their reading skills in the TL. Presents text, usually literary in nature, short stories, or excerpts from larger works and offers translations and commentary on whatever segment the reader chooses to highlight.

Transparent Language, Inc.

¿Qué pone?/Mot pour mot

Spanish, French

Provides practice of grammar, vocabulary, cohesion, and spelling.

Athelstan

¿Qué corresponde?/Autrement dit
Spanish, French
Allows students to match pairs of different kinds (vocabulary items, idioms, sentence halves, questions and answers).
Athelstan

Where in the World (in Europe) is Carmen Sandiego?
IBM and Mac
Help track Carmen Sandiego across the globe by following the clues.
Broderbund

Zingo Lingo
Macintosh, Windows
Spanish
Allows students to match Spanish words with corresponding items in colorful illustrations as the words fall from the top of the screen to the bottom. There are four topics: House and Home, City Life, The Great Outdoors, and School Days. Each of these topics is further subdivided into scenes.
National Geographic

V. VIDEODISCS

Animal Pathfinders
Race to Save the Planet
Videodisc with teaching guide (Grades 5-12). Spanish audio track.
Scholastic Inc.

Bienvenidos (Level 1)
A Bordo (Level II)
Videodisc program with video activities.
Glencoe

Destinos
52-program series composed of 26 videodiscs with barcoded index for use in the classroom or language lab. Presented in the style of a telenovela. Helps build comprehension by immersing students in Spanish.
The Annenberg/CPB Collection

España Viva (Grades 7-12)
The Mexican Way of Life
Descubra España (Grades 7-12)
Zaramba: The Adventures of Ramiro (Grades 9-12)
México Vivo (Grades 7-12)
Don Quixote
Picasso Art Disc
Picasso: The Man and His Works
Lingo Fun Inc./International Software

French in Action
52-program series composed of 26 videodiscs with barcoded index. Helps students build their comprehension skills as they follow the story, meeting native speakers in realistic settings along the way.
The Annenberg/CPB Collection

Paso a paso 1: En vivo
Paso a paso 2: La catrina
Paso a paso 3: Realidades
Scott Foresman

¡Ven Conmigo!
Videodisc program and guide
Holt, Rinehart & Winston

VI. ADDITIONAL RESOURCES (NOT LANGUAGE SPECIFIC)

Banner Mania
Quickly and easily make banners for your classrooms.
Broderbund

CorelDraw™
Macintosh and Windows
Graphics software to help create designs. Includes photos, clipart.
Corel

Inspiration
Software For Macintosh and Windows
Visual learning tool for webbing, concept mapping, outlining, developing ideas, and planning and other graphic organizers.
Educational Resources

KidWorks De Luxe

Macintosh and Windows
Multimedia program which is both a word processor and a paint program for ages 4-9. Colorful and user-friendly.
Davidson

My Own Stories

Allows students to write original stories and choose/draw illustrations.
MECC/Mac Warehouse

Print Shop de Luxe

Helps create professional-looking cards, signs, letterheads, banners, and calendars.
Broderbund

Storybook Weaver

Picture book design program which allows students to write original stories, choose/draw illustrations, and add sounds.
MECC/Mac Warehouse

SuperPaint

Drawing package
Adobe

VII. PUBLISHERS

Agora Language Marketplace
91 Baldwin St.
Charleston, MA 02129-1423

The Annenberg/CPB Collection
Dept. VD1
901 E. Street, NW
Washington, DC 20004-2037

Apple Order Center
P.O. Box 1470
Buffalo, NY 14240-8640
(800) 293-6617

Athelstan
2476 Bolsover, # 464
Houston, TX 77005
(800) 598-3880

Audio-Forum
The Language Source
96 Broad Street
Guilford, CT 06437
(800) 453-1234

Broderbund
P.O. Box 12947
San Rafael, CA 94913-2947
(800) 527-6263

Conduit Educational Software
The University of Iowa
Oakdale Campus
200 International Center
Iowa City, IA 52242-1802
(800) 373-PICS

D.C. Heath
125 Spring Street
Lexington, MA 02173
(800) 235-3565

Duke University
Humanities Computing Facility
104 Languages Bldg.
Duke University
Durham, NC 27706

Educational Resources
1550 Executive Drive
P.O. Box 1900
Elgin, IL 60121-1900

Exceller Software Corporation
2 Graham Road West
Ithaca, NY 14850
(607) 257-5634

Falcon Software, Inc.
P.O. Box 200
Wentworth, NH 03282
(603) 764-5788

Fairfield Language Technologies
122 South Main Street
Suite 400
Harrisonburg, VA 22801
(800) 788-0822

G1/032 LL Healy Library
University of Massachusetts
Boston, MA 02125-3393
(617) 287-5989
(800) 528-7398

Gessler Educational Software
55 W. 13th Street
New York, NY 10011

Gessler Publishing Company
10 E. Church Avenue
Roanoke, VA 24011

Glencoe
P.O. Box 508
Columbus, OH 43216
(800) 334-7344

Heinle & Heinle
20 Park Plaza
Boston, MA 02116
(800) 237-0053

Holt, Rinehart & Winston
School Dept. Headquarters
1627 Woodland Avenue
Austin, TX 78741
(800) 225-5425

Houghton Mifflin Co.
222 Berkeley Street
Boston, MA 02116
(800) 733-1717

HyperGlot Software Co.
P.O. Box 10746
5108-D Kingston Pike
Knoxville, TN 37939-0746
(800) 726-5087

Idiom Software Incorporated
P.O. Box 531
Loon Lake, WA 99148
(800) 815-5387

Intellimation
Library for the Macintosh
P.O. Box 1530
Santa Barbara, CA 93116-11922
(800) 346-8355

The Learning Company
6493 Kaiser Drive
Freemont, CA 94555
(800) 726-5087

Learning Lab Software
20301 Ventura Blvd.
Suite 214
Woodlands Hills, CA 91364-2447
(800) 899-3475

Lingo Fun, Inc.
PO Box 486
Westerville, OH 43081
(800) 745-8258

MacWarehouse
(800) 255-6227

McGraw-Hill, Inc.
1221 Avenue of the Americas
New York, NY 10020

Microsoft
1-800-426-9400

MicroTac Software, Inc.
4375 Jutland Drive, Suite 110
San Diego, CA 92117

Montgomery County Public Schools
Attn. Foreign Language Coordinator
850 Hungerford Dr., Room 258
Rockville, MD 20850
(301) 279-3911

National Geographic
Educational Series
1145 17th Street
Washington, DC 20036-4688

Penton Overseas, Inc.
2470 Impala Drive
Carlsbad, CA 92008-7226
(800) 748-5804

Pierian Spring Software
5200 S.W. Macadam
Suite 570
Portland, OR 97201
(800) 213-5054

Roger Wagner Publishing, Inc.
1050 Pioneer Way
Suite P
El Cajon, CA 92020
(619) 442-0522

Scholastic Inc.
2931 E. McCarty Street
Jefferson City, MO 65101
(800) 541-5513

Scott, Foresman and Company
1900 East Lake Avenue
Glenview, IL 60025-9969
(800) 554-4411

Southwest Texas State University
Michael Ferris, Director
San Marcos, TX 78666
(512) 245-2319

Syracuse Language Systems
5790 Widewaters Parkway
Syracuse, NY 13214
(315) 449-4500
(800) SYR-LANG

Teacher's Discovery
2741 Paldan Drive
Auburn Hills, MI 48326
(800) TEACHER

Transparent Language, Inc.
9 Ash Street
P.O. Box 575 Hollis, NH 03049
(800) 752-1767
http://www.transparent.com

World of Reading
P.O. Box 13092
Atlanta, GA 30324-0092
(800) 729-3703

Yale University Press Special Projects
P.O. Box 209040
New Haven, CT 06520-9040
(800) 987-7323

Miscellaneous Resources

(Excluding Computer Resources)

Destinos

26 vidocassettes (26 half-hour programs), also available: textbook, workbook, audiocassettes, software IBM and Macintosh, high school guide.
Annenberg/CPB Project
Dept.HS4
PO Box 2345
S Burlington, VT 05407-2345
(202) 879-9647
or call (800) LEARNER

French in Action

Annenberg/CPB Project
Dept.HS4
PO Box 2345
S Burlington, VT 05407-2345
(202) 879-9647
or call (800) LEARNER

France-TV Magazine
Spanish-TV Magazine

Series of 8 television news broadcasts (60 mn.) seen on television. Include short segments on contemporary culture, politics, the economy, literature, theater, film and music. Programs usually feature a music video. Extensive study materials also available.
France-TV Magazine, Spanish-TV Magazine
University of Maryland-Baltimore County
AC-IV Room 146
5401 Wilkens Avenue
Baltimore, MD 21228-5398
(410) 555-2963

France Panorama/España y las Américas

8 monthly television programs and a user's guide
France Panorama
Eagle Multimedia Services, Inc.
91 5th Avenue, Suite 800
New York, NY 1003
(800) 338-4814, ext. 99

CNN Newsroom and World View

An education service of the Turner Broadcasting System. This programming is offered FREE to StarNet subscribers each day. It consists of a 30 minute, commercial-free news program from around the world. Program is in English and is aired each morning between 7:30 to 8:00. To receive CNN Newsroom, contact:

CNN Newsroom
P.O. Box 1086
Fort Washington, MD 20749
Fax (301)248-8494

If the school does not subsribe to StarNet, contact:

Turner Learning, Inc.
33 South Delaware Avenue, Suite 202
Yardley, PA 19067
Fax 1-215-321-4249

Champs-Elysées

Monthly audiocassettes simulating radio-broadcasts. Include a variety of segments on art, politics, etc.

Champs-Elysées
PO Box 158067
Nashville, TN 37215-8067
(800) 252-1957
(317) 547-1257

Satellite Communications for Learning (SCOLA)

Provides international programs via satellite. The news and variety programs from over 40 countries are presented in the language of origin.

To receive the SCOLA International Programming, individual schools, or each networked school district wanting to affiliate, needs to purchase an Integrated Receiver/Decoder (IRD).

SCOLA Satellite Network

P.O. Box 619
McClelland, IA 51548-0619
Ph: (712) 566-2202
E-mail: scola@creighton.edu

Télé-Pics

Television program including songs, ads, reports, public service spots, and humorous interlude. Comes with a videoguide

Project for International Communication Studies
262 International Center
The University of Iowa
Iowa City, IA 52242
(800) 373-PICS

FILMS AND VIDEOS DISTRIBUTORS

Applause Learning Resources
85 Fernwood Lane
Roslyn, NY 11576-1431
(800) 277-5287
(516) 365-1259

Duke-UNC Program in Latin American Studies
Videos are lent free of charge. However, all films must be insured and sent via federal express
(919) 966-1484 or (919) 962-2414

Educational Video Network
1435 - 19th Street
Huntsville, TX 77340
(800) 762-0060
Can preview videotapes for 30 days

FACSEA
Society for French American Cultural Services and Educational Aid
972 Fifth Avenue
New York, NY 10021
(212) 439-1439
(800) W-FRENCH
Collection of French feature and documentary films

FilmsAerobics, Inc.
9 Birmingham, Inc.
Vernon Hills, IL 60061
(800) TEACH-IT

Films for the Humanities and Sciences
PO Box 2053
Princeton, NJ 08543-2053
(800) 257-5126

German Language Video Center
Division of Heidelberg Haus Imports
Mail Order
7625 Pendleton Pike
Indianapolis, IN 46226-5298
(317) 547-1257
Over 1700 German language videos for rent or sale

Gessler
55 W. 13th Street
New York, NY 10011
(212) 627-0099
Misc. videos

Goethe Institut
Language Department
Colony Square, Plaza Level
1197 Peachtree Street, NE
Atlanta, GA 30361
(404) 892-2388

International Film Bureau, Inc.
332 South Michigan Avenue
Chicago, IL 60604
(800) 432-2241

PICS
270 International Center
The University of Iowa
Iowa City, IA 52242-1802
(800) 373-PICS
Foreign Videos and videodiscs

Polyglot Productions, Inc.
PO Box 668
Cambridge, MA 02238-0668
(617) 491-3541

Teacher's Discovery
1100 Owendale, Suite H
PO Box 7048
Troy, MI 48807-7048
(800) 521-3897
Misc. videos

Vedette Visuals
4520 58th. Ave. W.
Tacoma, WA 98466
(206) 564-4960 or 565-7644
French rental videos

World of Reading
PO Box 13092
Atlanta, GA 13092
(404) 233-4042
(800) 729-3703
http://www.wor.com
Modern Films and Videos

Internet Addresses

(Please note that these addresses can become obsolete at any moment)

I. French

American Association of Teachers of French (AATF)
http://www.utsa.edu/aatf

Alliance Française
http://fmc.utm.edu/~rpeckham/ALLIANCE.HTM

Arte (channel 7, tv European channel)
http://www.arte-tv.com

Aux Vins de France
http://www.mworld.fr:80/avf/

Jacques Brel Homepage
http://www.geocities.com/Paris/1987/

Le coin des francophones et autres grenouilles
http://instruct1.cit.cornell.edu/~agl1/grenouille/Welcome.html

Cinefil (Current and upcoming films)
http://www.online.fr/cinefil/

City Net Countries: Algeria
http://www.city.net/countries/algeria/

Découvrons le Canada
http://www.geocities.com/Paris/Bistro/7445/dbesite.htm

Electronic Phone Book (Minitel)
http://www.epita.fr:5000/11

Euro (European Currency)
http://www.finances.gouv.fr/euro/

Films
http://www.premiere.fr/

French Embassy - News
http://www.france.diplomatie.fr/acual/index.html
http://www.info-france-usa.org/

FranceVision (resources)
http://www.francevision.com

Francophone Lessons
http://cda.mrs.umn.edu/~francais/Welcome.html

Francophone Music Links
http://mars.utm.edu/~davagatw/french/topics/music.html

La France (interactive map divisible into regional maps)
http:web.urec.fr/france/france.html

La Francophonie Africaine
http://web.cnam.fr/fr/afrique.html

Global Village French Quarter
http://www.urich.edu/~jpaulsen/gvfrench.html

Louis Aragon (biography)
http://www.lm.com/~kalin/aragon.html

Louvre
http://www.louvre.fr

Learn about travel on the Paris métro
http://www.paris.org.:80/Metro/

Ministère des Affaires Etrangères
http://www.france.diplomatie.fr

Mode d'emploi du téléphone
http://titus.u-strasbg.fr/~gael/test7.html

Musées et Salles de Spectacles a Paris
http://www.ircam.fr/divers/spectacles.html

Office National du film du Canada
http://www.onf.ca/

Paris:Monuments and Museums Map
http://www.paris.org/Maps/MM/MMF.html

Pariscope (entertainment in Paris)
http://pariscope.fr/

Pays d'Afrique et DOM/TOM
http://www.rio.net/rio/

Le Quartier français du village planétaire
http://www.urich.edu/~jpaulsen/gvfrench.html

Résumés des Films
http://www.cnam.fr/fr/cine-resume.html

Saint Pierre et Miquelon
http://www.io.org/~socrates/

Sénégal
http://www/orstom.fr/rio/senegal/html

Shopping Spree at La Redoute
http://www.redoute.fr/

Le Soleil (Quebec daily paper)
http://www.lesoleil.com

Le Sénat
http://www.senat.fr/

Télévision Française
http://www.sv.vtcom.fr/ftv/index.html

The Virtual Baguette (variable theme magazine in French)
http://www.mmania.com/vb/html/french/index.htm

Tennessee Bob's Famous French Links
http://www.utm.edu/departments/french/french.html

Tocqueville Connection (French news and analysis)
http://www.AdeTocqueville.com/

Visite guidée des chateaux de la Loire
http://web.univ-orleans.fr/chateaux/

Volterre-France
http://www.wfi.fr

Weather today at Météo France
http://www.meteo.fr/

II. German

American Association of Teachers of German
http://www.aatg.org

American Association of Teachers of German
http:www.aatg.org

Anne Frank
http://www.annefrank.com

BMW Plant, S.C.
http://www.bmwzentrum.com

CyberGerman
http://www.academyonline.com/academy/german

Colonel Craig's WWW links for German
http://www.isu.edu/~nickcrai/german.html

Deutshe Welle
http://www.dwelle.de/

Folkdancing in Germany
http://procyon.ast.univie.ac.at/araneo/dance/english/germany.html
http://procyon.ast.univie.ac.at/araneo/welcome/dance/

German Instruction with Sound
http://www.travlang.com/languages/cgi-bin/
langchoice.cgi?page=main&lang1+english&lang2+german

German Tourism Sites
http://www.serve.com/shea/germany.htm

Germany Today
http://www.cs.umb.edu/%7Ealilley/german.html

Germany
http://www.webfoot.com/travel/guides/germany/germany.html?yahoo

Goethe Institute
http://goethe.de

Links to German Radio, TV, News, and Others
http://www.gamp.com/news/live.htm

Map of Germany
http://www.leo.org/demap/

Neckermann (mail order catalog)
http://www.neckermann.de/cgi-bin/php.cgi.index2.ptml?userID=326854

Movie Page
http://spielfilm.de/

Project Gutenberg
http://jg.sxo.uiuc.edu/PG/welcome.html

Rail Connections and Time
http://bahn.hafas.de/

School Vacations
http://www.uni-jena.de/~zep/ferien.html

Spiegel Magazine Online
http://www.spiegel.de

Stern Magazine
http://www.stern.de/

Weather Link
http://www.mmc.de/

Die Welt
http://www.welt.de/

Brian Zhan's Vocabulary Page
http://sps.k12.mo.us/khs/german/vocab/dtvocab.htm

- Please note that these addresses can become obsolete at any moment.

III. Japanese

Center for Applied Japanese Language Studies (CAJLS)
http://babel.uoregon.edu/CAJLS/index.html

Information about Japan
http://sunsite.sut.ac.jp/asia/japan/jpn.html

JP NET: Japanese Language and Culture Network
http://www-japan.mit.edu

Japan Sightseeing Guides (25 cities)
http://www.twics.com/~robbs/sightsee.html

Japan's Cities and Regions
http://www.bogo.co.uk/wheatley/japan/citys.html

The Japan Forum
http://www/tjf.or.jp/eng/indexe/indexe.htm

Japanese Railway-Related Information
http://www.rtri.or.jp/japanrail/JapanRail_E.html

Japanese Ministry of Posts and Telecommunications
http://www.mpt.go.jp/

Kids Web Japan
http://jin.jcid.or.jp/kidsweb/index.html

Kids Window
http://www.jwindow.net/KIDS

Kyodo News Web
http://www.kyodo.co.jp/

Learning Japanese Language and Culture
http://www.ed.uiuc.edu/EdPsy-387/Kazumi-Ohira/Japan.html

Link to Local Government in Japan
http://www.ari.co.jp/pref_hp.html

List of Government Agencies
http://www.kantei.go.jp/foreign/server-e.html

National Clearinghouse of US-Japan Studies
http://www.indiana.edu/~japan/

National Telephone and Telegraph
http://www.ntt.co.jp

News and Media: Asahi Shinbun
http://www.asahi.com

News and Media: Yomiuri Shinbun
http://www.yomiuri.co.jp

News and Media: Mainichi Shinbun
http://www.mainichi.co.jp

News and Media: Yomiuri News Stream
http://www.yomiuri.co. jp/stream

School Page
http://www.asahi.com/ad/clients/school/index.html

Keiko Schneider's Bookmarks
http://www.nmjc.org/center/personnel/Bookmarks.html

Larry Stockton's Japan Links
http://www.lafayette.edu/~stocktoj/home/japanl.html

Tokyo Food Page (in English)
http://www.twics.com/~robbs/tokyofood.html

Traveler's Japanese with Voice
http://www.ntt.co.jp/japan/japanese/

TV Net Japan Home
http://www.inter.co.jp/TVNET-JAPAN/

WWW Virtual Library in Japan
http://www-student.ulis.ac.jp/html/virtual-library/

http://fmc.utm.edu/~rpeckham/JAPAN.HTM

IV. Latin

Allen and Greenough's New Latin Grammar Online
http://ccat.sas.upenn.edu/jod/AG/allgre.contents.html

American Classical League
http://www.umich.edu/~acleague/

BIBLIOTHECA Latina
http://polyglot.lss.wisc.edu/classics.biblio.htm

Campanian Society
http://w3.one.net/~campania/

Chalice Yehling's Homepage
http://www.academyonline.com/academy/athens/latin/latin1.htm

The Cicero Homepage
http://www.dla.utexas.edu/depts/classics/documents/Cic.html

Computer Programs for Latin
http://www.willamette.edu/~tjones/languages/latin-software.html

Library of Congress Greek and Latin Classics Internet Resources
http://lcweb.loc.gov/global/classics/claslink.html

Cursus Vivae Latinitatis
http://www.urich.edu/~wstevens/latviv.htm

Directory of Classics Department Home Pages
http://198.209.89.1/classics/hpdir.html

Dictionary
http://www.geocities.com/Athens/Acropolis/9286/latein.html

Distance Learning Latin Class
http://www.dl.ket.org/latin1/index.htm

DracoAEs homepage
http://www.orient.uw.edu.pl/~conradus/latina.html/

Elvis in Latin: Frequently Asked Questions
http://www.cs.uoregon.edu/~bhelm/misc/elvis.html

Electronic Resources for Classicists: The Second Generation
http://www.tlg.uci.edu/~tlg/index/resources.html

Encyclopedia Mythica
http://www.pantheon.org/mythical/info/about.html

A Forum for Latin Teachers
http://pen.k12.va.us/~mkeith/Forum.shtml

Forum Romanum
http://www.rmc.edu/~gdaugher/fr/fr_index.html

Grammatica Latina
http://osman.classics.washington.edu:80/libellus/aides/allgre/

Greek and Latin Language Resources
http://www.cs.utk.edu/~mclennan/OM/grk-lat.html

Index of Resources for History
http://history.cc.ukans.edu/history/index.html

LATIN ab INITIO
http://www.ilinks.net/~jim/

Latin Dictionnary and Grammar Aid (access to word stems and endings)
http://www.nd.edu/~archives/latgramm.htm

Latin Library
http://www.patriot.net/users/lillard/chp/latlib

Latin Search Engine "Lupa"
http://www.uky.edu/ArtsSciences/Classics/schools.html

Little Venture Latin Pages
http://www.compassnet.com/mrex/index.html

Latin Wordlist
http://207.43.80.3/flc/latin/latin.html

The Loeb Classical Library
http://www.hup.harvard.edu/Web_Loeb/Loeb.home.page.html

New Site for Latin Teachers
http://pen.k12.va.us/~mkeith/Forum.shtml

North Carolina Classical Association
http://www.uncg.edu/cla/ncaa/

North American Cambridge Classics Project
http://www.cambridgelatin.com

Notes to a Latin 1 Class
http://www.slu.edu/colleges/AS/MCL/tchmat.html

Resources for Medieval Latin
http://www.fas.harvard.edu/~medieval/medlatin.html

Senneca, Phaedra
http://www.ensta.fr/~bui/litterature/seneque.html

Southern Durham (NC) Homepage
http://206.211.90.4
http://www.southern.durham.k12.nc.us/Latin8.htm

The Vergil Project
http://ccat.sas.upenn.edu/~joef/courses/project.html

Vergil's Home Page
http://ccat.sas.upenn.edu/~joef/vergil/home.html

VRoma: A Virtual Community for the Teaching of the Classics
http://www.colleges.org/~vroma/

Wheelock Vocabulary
http://humanities.uchicago.edu/humanities/classics/vocab.html

Dr. Marin Winkler's Homepage, George Mason University
http://patriot.net/~lillard/chp/

* Please note that these addresses can become obsolete at any moment

V. Spanish

ABC from Spain (News from Spain)
http://www.abc.es/

American Association of Teachers of Spanish and Portuguese
http://www.thomson.com/aatsp/home.html

Arte en Mexico
http://mexico.udg.mx/Arte/Arte.html

CNN in Spanish
http://www.cnnenespanol.com

Chritmas in Latin America
http://christmas.com/latin-america.html

Día de los Muertos
http://www.public. iastate.edu/~rjsalvad/scmfaq/muertos.html
http://www.dayofthe dead.com/

Eduardo's Fles Page
http://www.public.iastate.edu/~egarcia/fles.html

Hoy (a daily of Quito, Ecuador)
http://www.ecnet.ec/

Indice de Canciones (scores of song lyrics)
http://hubcap.clemson.edu/~fromero/canciones/canciones.html

Latin American Database
http://ladb.unm.edu

Leyendas (Mexico)
http://mexico.udg.mx/Tradiciones/Leyendas/Leyendas.html

The Maya Astronomical Page
http://www.astro.uva.nl/michielb/maya/

Mexican Songs (Alphabetized)
gopher://unicornio.cencar.udg.mx/11/cultfolk/canciones

Movies from Spain
http://www.softdoc.es/guia_madrid/ocio/cine.html

Mundo Latino (Source of daily information)
http://www.mundolatino.org/perilat.htm

Noticias de Casa y Gophernews(several Spanish newspapers)
http://ctrhp3.unican.es/Noticias.html

Online Directory of Spain
http://www.donde.uji.es/

Prado Museum
http://www.mcu.es/prado/index.html

Recetas Favoritas de España
http://www.xmission.com/~dderhak/recetas.html

Site for teachers interested in Latin America and the Caribbean
http://ladb.unm.edu/www/retanet

Spain and Spanish on the Net (by the GIAS group)
http://gias720.dis.ulpgc.es/spain.html

Spain Online
http://www.spainonline.com/

Spain Uncovered
http://ibgwww.colorado.edu/~gayan/spain.html

Tu Spain (Spanish weekly news)
http://tuspain.com/

La Vanguardia (News from Barcelona)
http://www2.vanguardia.es/

The following addresses have been submitted by Debra Martín, Asheville City Schools and were published in the Spanish Teacher's Companion (1-800-578-4652).

Christmas
http://www.geocities.com/Paris/LeftBank/3852/christmas.html
http://www.redestb.es/personal/ahdez/xmaspage.html

Dalí
http://www.mcs.csuhayward.edu/~malek/Dali.html
http://members.aol.com/Daliweb/index.htm
http://www.geocities.com/SoHo/1236/
http://www.ionet.net/~jellenc/dali.html

Día de Los Muertos
http://www.3hgtv.com/carol/cds-407.html
http://www.latinousa.com/arte/papelpic.html
http://www.larkbooks.com/catalogy/intlcrafts/papel.html

http://www.latinoousa.com/arte/arte_pop.html
http://www.latino.sscnet.ucla.edu/research/folklore.html
http://www.public.iastate.edu/~rjsalvad/scmfaq/muertos.html
http://www.cat.pdx.edu/~caseyh/horror/stories/memories.html
http://www.mexico.udg.mx/Tradiciones/Muertos/muertos.html

Don Quixote/Cervantes
http://milton.mse.jhu.edu:8003/quixote/index.html
http://www.cervantes.es/internet/indice.html
http://cvc.cervantes.es/portada.htm
http://194.224.142.2/quijote/
http://homepages.together.net/~donutrun/quix.htm

El Greco
http://www.clark.net/pub/jumpsam/jewels/elgreco.htm
http://www.schoolroom.com/videos/v8629.htm
http://www.vol.it/wm/paint/auth/greco/
http://www.rams.com/masterprints/e102htm
http://www.mcu.es/prado/greco.html

Gaudí
http://futures.wharton.upenn.edu/~jonath22/Gaudi/glinks.html
http://aleph.afuu.fr/AN/en/villes/barca.htm
http://www.cyberguia.com/gaudi0.html
http://www.dialogue-gallery.com/tacoma/gaudi/
http://www.artn.nwu.edu/NCSA/Gaudill.html

Goya
http://goya.unizar.es/MainMenu.html
http://www.cyberspain.com/passion/goya.htm
http://www.cyberspain.com/passion/prado.htm
http://www.nga.gov/collection/gallery/gg52/gg52-main1.html

Mexico City
http://www.lonestar.texas.net/~czubeck/Mexico.html
http://www.wotw.com/mexico/MexicoCity/
http://www.wotw.com/mexico/MexicoCity/uptown.html
http://www.wotw.com/mexico/MexicoCity/special.html

Murillo
http://www.clark.net/pub/jumpsam/jewels/murillo.htm
http://sunsite.unc.edu/wm/paint/auth/murillo/
http://sunserv.kfki.hu/~arthp/html/m/murillo/index.html
http://sunserv.kfki.ht/~artgo/bio/m/murillo/biograph.html
http://sunsite.auc.dk/cjackson/murillo/p-murillo4.htm

Perú/Pizarro
http://ekeko.rcp.net.pe/rcp.html
http://www.ddg.com/LIS/aurelia/perhis.htm
http://www. ddg.com/LIS/aurelia/andhis.htm#1Inca empire
http://www. ddg.com/LIS/aurelia/pertou.htm#Lima
http://www.lonelyplanet.com.au/dest/sam/peru.htm#env

Picasso
http://www.egallery.com/walkm00.html
http://www2.lucidcafe.com/lucidcafe/library/95oct/ppicasso.html
http://kultur-online.com/greatest/fr-picasso.htm

Puerto Rico
http://www.eb.com/cgi-bin/g?keywords=pon...te
http://www.neta.com/~1stbooks/Odchron.html

Spain's Autonomous Communities
http://www.DocuWeb.ca/SiSpain/english/politics/autonomo/index.html
http://www.red2000.com/spain/region/index.html
http://www.red2000.com/spain/canarias/index.html
http://www.red2000.com/spain/region/r-catal.html
http://www.red2000.com/spain/primer/geo.html
http://www.tourspain.es/
http://www.clark.net/pub/jgbustam/paises/sevilla.html
http://www.periplo.com/index.html
http://www.unican.es/CANTABRIA/Cantabria1(E).html
http://turismo.cantabria.org/siting/
http://www1.uniovi.es/asturias/asturias-y-rutas/index.ingles.html
http://www.cybermundi.es/lama/aut8.htm
http://www.ptb.es/partec/cylesp.html
http://www.magicspain.com/castilla.html
http://www.jcyl.es/jcyl/
http://www.map.es/directorio/ccaa.html
http://www.publintur.es/GuiaCata/CataloAn.htm

Velázquez
http://www.virtualsw.es/virtual.info/multimedia/pintores/velazquez/vvida.htm
http://www. virtualsw.es/virtual.info/multimedia/pintores/velazquez/vcmenina.htm
http://goya.unizar.es/infoGoya/Obra/Velazquez.html
http://www.evl.uic.edu/chris/MMedia/
http://www.mala.bc.ca/~mcneil/list/citamavelazquez.html

Zurbarán
http://www.clark.net/pub/jumpsam/jewels/zurbaran.htm
http://www.gci-net.com/~users/W/wolfsoul/art/art.html

http://abramsbooks.com/c_artistsmz.html
http://www.cineworld.com/Madrid/Custom/prado/zubaran/zubaran_table.html

* Please note that these addresses can become obsolete at any moment

VII. Miscellaneous

ACTFL
http://www.actfl.org/

Calico Journal (modern language and technology)
http://agoralang.com/calico.html

Center for Applied Linguistics (CAL)
http://www.cal.org

City Net Countries and Territories
http://www.city.net/countries/

College Board
http://www.collegeboard.org

Currency Converter
http://www.promotionalguide.com/forex-guide/crncyconvrtr.htm

FLANC
http://www.flanc.org

Flags of the World
http://fotw.digibel.be/flags/iso3166.html

National Foreign Language Resource Center
http://www.lll.hawaii.edu/nflrc

Source for Web knowledge
http://www.webteacher.org

Lesson Plans
LEARN NC (linked to the NC Curriculum)
http://www.learnnc.org

Teacher Connect (linked to the NC Curriculum)
http://www.dpi.state.nc.us

The California Language Project
http://members.aol.com/maestro12/web/wadir.html

Illinois State University Project
http://138.87.135.33/class/projects.htm

Miscellaneous Technology Resources

IALL Database
http://eleazar.darmouth.edu/bldb/

Agora Language Market Place
http://www.agoralang.org

BYU Humanities Cybercenter
http:humanities.byu.edu/elc/Cybercenter

The Computer Assisted Language Instruction Consortium
http://www.agoralang.com:2410/calico.html

Sites for Connecting Electronic Penpals

http://138.87.135.33/fl/main.htm
http://www.iglou.com/xchange/ece/

NCCIU - NC Center for International Understanding
International School Partnerships through Technology
http://www.ga.unc.edu/NCCIU/ispt

IECC - Intercultural E-mail Classroom Connection
Site to connect classrooms
http://www.solaf.edu/network/iecc/

International Penfriend Club
http://www.advertising-america.com/club.htm

Keypals International on the WWW
http://www.collegebound.com/keypals

Keypal Opportunities for Students
http://www.ling.lancs.ac.uk/staff/visitors/kenji/keypal.htm

E-Mail Classroom Exchanges (ECE) For international penpals
http://www.ecemail.com/ece/

This list was created and verified in 1997-98. It includes many addresses posted by:

Robert D. Peckham
Director, the Globe-Gate Project
Department of Modern Foreign Languages
University of Tennessee-Martin
Martin, TN 38238
http://www.utm.edu/departments/french/french.html

VIII. Listservs

AATG
listserv@indycms.iupui.edu

FLAC-L: Foreign Language Across the Curriculum
listserv@brownvm.bitnet
Subscribe FLAC-L

FLTEACH: Foreign Language Teaching Forum
listserv@ubvm.cc.buffalo.edu
Subscribe FLTEACH

LCTL-T: Less Commonly Taught Languages
listserv@tc.umn.edu
Sub <name of list> <your full name>

LATIN-L: Latin Listserv
listpro@lists.colorado.edu
SUBSCRIBE LATIN <your name>

Section VI:

Glossary

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Glossary

Acceptable Use Policy (AUP): Policies adopted by school districts to address Internet usage. Acceptable Use Policy (AUP) is an agreement between the user (students and/or teachers) and the school or school district requiring responsible use of Internet access. Typically AUP agreements are signed for students by their parent(s) or guardian. *NC Computer/Technology Skills,* 1998.

Authoring Program: A program which allows the teacher to create a limited set of computer-based activities without having to learn a formal programming language. *Technology in the Curriculum, Foreign Language,* p. 334.

CAI: Computer-Assisted Instruction.

CALL: Computer-Aided Language Learning.

CD-ROM: A data storage device that allows people to read and interact (with interactive CDs) with information stored on them.

CU SeeMe: Program which allows the transmission of live images via a server into a computer as people communicate. Can also be accompanied by sound.

Copyright Law: Law granting a legal right to a copyright holder which requires the permission of the copyright holder to make non-archival copies of the work in question. *NC Computer/Technology Skills,* 1998.

Database: An organized collection of information which can be manipulated by a computer to provide access for search and retrieval by the user. *Technology in the Curriculum, Foreign Language,* p. 335.

Desktop Publishing Application: A computerized layout program that integrates graphics and text to produce a professional looking document. *NC Computer/Technology Skills,* 1998.

Directory: A hierarchical table of contents to the Web.

Disk Drive: A device which attaches to a computer and uses a diskette to provide storage of information. *Technology in the Curriculum, Foreign Language,* p. 335.

Diskette: The electromagnetic media used by microcomputers as storage devices. *Technology in the Curriculum, Foreign Language,* p. 335.

Download: To copy a file from a storage device, or another computer, into one's own computer.

Drawing Tools: Tools found in a drawing or painting program, used to draw lines, rectangles, oval, arcs, and polygons. *NC Computer/Technology Skills,* 1998.

E-mail (Electronic mail): Sometimes contrasted with "snail mail" (regular mail). A "mail" program in a computer allows the user to write a note (e-mail) and send it to another user whose computer is linked, via a network, to the sender's computer. To send the message, it is necessary to specify the other person's e-mail address. The receiver does not have to be working on the computer when the message arrives. The message is stored in an electronic mailbox, and the receiver can choose when to read the e-mail. *Athelstan*, vol. 4 (4).

Emerging Technologies: Technologies that are in the developmental stages, not in widespread use, or that have not been invented yet. *NC Computer/Technology Skills, 1998.*

Field/category: An item of information. Fields are found in databases.

File: A set of data stored under a single heading, such as lesson materials and word lists.

HTML: The HyperText Mark-up Language is an invisible coding readable by any computer that helps standardize Web page formatting.

Hardware: The physical components of a computer or video system. Monitors, printers, televisions, and other devices are considered hardware. *Technology in the Curriculum, Foreign Language*, p. 336.

Homepage: The first or "front" page on a Web site that serves as starting point. *Netlingo*, 97.

Hotlink: See link.

Interactive: A reciprocal dialog between the user and a device. In this dialog the device must be capable of some adaptation to the user's needs and wants. *Technology in the Curriculum, Foreign Language*, p. 335.

Internet: A global network of thousands of other computer networks that offers e-mail and information retrieval services to millions of people. *NC Computer/Technology Skills*, 1998.

LCD Panel: A device used to project a computer screen onto a larger wall screen.

Laserdisc: A disc that is recorded with sound and pictures and read on a laserdisc player by a laser beam.

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Link: Or Hyperlink is text found on a web site which can be clicked on with a mouse and which sends you to another web page or a different area of the same web page. *Netlingo,* 1997.

List: A list enables people with common interests to communicate - without regards to actual location. To become a member of a list, it may be necessary to send a message to a listserv, asking to have your name added to the list. Once you are a subscriber, messages or digests of messages may be sent to you directly as e-mail. *Athelstan,* vol. 4 (4).

Listserv: An Internet discussion forum. See previous definition of list.

Load: To enter a program or file into a computer's memory.

Modem: Abbreviated term for modulator/demodulator. A device which converts the digital signal produced by a computer to an analog signal usable by a telephone. *Technology in the Curriculum, Foreign Language,* p. 336.

Monitor: The part of a computer setup that looks like a television screen.

Multimedia: The term *multimedia* "refers to the capacity to access and control via computer a full range of familiar media: text, motion video, photo images, sound, and graphics" (Pusack and Otto, p. 2).

Networks: Networks may be local or national. A local network involves connecting a group of computers, perhaps in a laboratory or office, using wires. Some network software controls the flow of information (such as e-mail) from one computer to another. National networks such as BITNET, Internet, and Compuserve link individuals in academic and commercial organizations around and outside the U.S. *Athelstan,* vol. 4 (4).

NTSC: The American television standard. American broadcast or recorded videos cannot be played on European televisions and VCRs unless they are especially equipped to handle this system.

PAL: The European television standard. Television broadcasts and video recordings originating in Europe cannot be played on the American televisions and VCRs unless they are especially equipped to handle this system.

Program: See Software.

Report: A collection or listing of related fields or categories.

Search engine: An on-line "private eye" that does detective work for the user. Search engines use keywords to find any site (documents, files, Web pages) that contain those words. *Internet Technologies for Authentic Language Learning Experiences,* 1997.

Site: Or Web site. A place on the Internet or WWW. A Web site refers to a body of information for a particular domain name. A place made up of Web pages. *Netlingo*, 97.

Snail mail: Regular mail as opposed to e-mail.

Software: The set of instructions which operates a microcomputer or VCR.

Sort/arrange: The process of organizing the records in a database in a specific order.

Spreadsheet: A software program that is used to process financial or mathematical information and which can organize information in rows and columns to form a table. *NC Computer/Technology Skills*, 1998.

Storyboard: A graphic organizer for planning a multimedia presentation. The contents, layout, and formatting of each card/page/slide and the linking together of the pages/cards/slides are determined prior to using the application software. *NC Computer/Technology Skills*, 1998.

Telecommunication: The transmission and reception of electronic and voice communications over long distances. *Technology in the Curriculum, Foreign Language*, p. 337.

Threads: New messages on lists are usually added to the end of previous messages so that the reader is presented with a list of messages in the order in which they are posted. Discussions on a particular topic are called threads. Within a board there will be several threads running at the same time. *Athelstan*, vol. 4 (4).

URL: Uniform Resource Locator. Name of addresses for a "homepage" on the Internet (e.g., http://www.dpi.state.nc.us).

Video Conferencing: Using camera and phone lines or the Internet to allow individuals at two or more sites to see and hear each other and to share and collaborate on graphical and text-based data. *NC Computer/Technology Skills, 1998.*

Videodisc: A 7-12 inch disc which contains very large amounts of video and audio information. When a videodisc is optically scanned by a laser-based videodisc player, it can display its information on a television screen. The laser technology on which this medium is based produces a very superior video image. *Technology in the Curriculum, Foreign Language*, p. 337.

Whack: To whack a website is to download the website from another server and to store it on local storage (hard drive or file server).

Word Processor: A software program used to create and edit text documents.

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Section VII:

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Section VIII:

Appendix

- *National Standards for Foreign Language Learning*
- *NC Latin Goals and Standards*
- *Computer and Technology Skills*
- *Grade Level Strand Guide*
- *Acceptable Use Policy*
- *Copyright Information*
- *Electronic Citation Format*
- *Downloading and Saving Graphics from the Internet*
- *Diacritical Marks in the Foreign Language*
- *Specialized Technology-Related Vocabulary and Translations*

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National Standards for Foreign Language Learning

COMMUNICATIONS

Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES

Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS

Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS

Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

Participate in Multilingual Communities at Home and Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Standards for Foreign Language Learning: Preparing for the 21st Century, p.9.

North Carolina Latin Goals and Standards (1998)

Goal 1: COMMUNICATION Understand written Latin

Standard 1.1: Students read, understand, and interpret Latin.

Standard 1.2: Students use orally, listen to, and write Latin as part of the process for understanding written Latin.

Goal 2: CULTURE Gain knowledge and understanding of Greco-Roman culture

Standard 2.1: Students demonstrate an understanding of the relationship among the practices, people, and perspectives of Greco-Roman culture.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of Greco-Roman culture.

Goal 3: CONNECTIONS/ COMPARISONS Relate Latin and the Greco-Roman world to both their own language(s) and culture(s) and also to other disciplines

Standard 3.1: Students reinforce and further their understanding of their own language(s) and other disciplines and expand their knowledge through the study of Latin and ancient civilizations.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are available only through the study of Latin and Greco-Roman civilization.

Standards 3.3: Students compare and contrast their own language(s) and culture(s) with those of the Greco-Roman world.

Goal 4: COMMUNITIES Participate in wider communities of languages and cultures

Standard 4.1: Students use their knowledge of Latin and ancient civilizations both within and beyond the school setting.

Standard 4.2: Students show evidence of becoming life-long learners by applying their knowledge of Latin and of ancient civilizations.

K-12 Computer/Technology Skills
Competency Goals

The Revised *K-12 Computer/Technology Skills Standard Course of Study* (1998) outlines the essential knowledge and skills necessary for students "to be active, life-long learners in a technology intensive environment" (p. 8).

COMPETENCY GOAL 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.

This goal addresses the role of technology in all parts of society. Students must understand the impact of computer technology on society in a technology-based information rich world. Students must understand appropriate use of computer technology and exhibit ethical behavior in using hardware, software, and information accessing resources.

COMPETENCY GOAL 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.

This goal is concerned with fundamental computer operations and application software use that make students independent, productive users of computer technology. Students must master certain computer operations, application software skills, know computer terms and functions, demonstrate basic keyboarding skills, and be able to use software correctly. The application software skills identified include word processing, database management, spreadsheet problem-solving, multimedia production, and accessing information resources via telecommunications.

COMPETENCY GOAL 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.

This goal focuses on the application of computer/technology skills access. Students will access information using search strategies and analyze information using database, spreadsheet, and graphing software. They will then communicate and share the results through desktop publications, multimedia productions, video-conferencing, and telecommunications with audiences near and far.

Kindergarten Objectives

The student will...

Social Issues	Databases	Spreadsheet	Keyboard Utilization/Word Processing/DTP	Multimedia/ Presentation	Telecommunications
1.1...Identify the computer as a machine that helps people work and play. (G1) 1.2...Identify the physical components of a computer system. (G1) 1.3...Demonstrate respect for the work of others. (G1) 1.4...Demonstrate correct care and use of computers. (G1)		2.3...Identify items by different attributes using manipulatives and/or software. (G2) 3.1...Group items by different attributes using manipulatives and/or software. (G3)	1.5...Identify word processing software as a tool for writing. (G1) 2.1...Locate and use letters, numbers, and special keys on a keyboard. (G2) 2.2...Place the cursor at a specified location. (G2)	2.4...Recognize the characteristics of multimedia. (G2) 3.2...Arrange a picture story in sequential/linear order. (G3)	

Goal 1 = (G1)
Goal 2 = (G2)
Goal 3 = (G3)

1st Grade Objectives

The student will...

Social Issues	Databases	Spreadsheet	Keyboard Utilization/Word Processing/DTP	Multimedia/ Presentation	Telecommunications
1.1...Identify uses of technology at home and at school. (G1) 1.2...Discuss ownership of computer-created work. (G1) 1.3...Identify physical components of a computer system. (G1) 2.1...Identify and discuss fundamental computer terms. (G1)		3.1...Group items by different attributes using manipulatives and/or software. (G2) 3.2...Gather, organize, and display data. (G3)	2.2...Locate and use letters, numbers, and special keys on a keyboard. (G2) 2.3...Identify basic word processing terms. (G2) 2.4...Key words and/or sentences using word processing. (G2)	2.4...Participate in the creation of a class multimedia sequential/linear story. (G2)	1.4...Identify the Internet as a source of information. (G1)

Goal 1 = (G1)
Goal 2 = (G2)
Goal 3 = (G3)

2 nd Grade Objectives

The student will...

Social Issues	Databases	Spreadsheet	Keyboard Utilization/Word Processing/DTP	Multimedia/ Presentation	Telecommunications
1.1...Identify uses of technology in the community. (G1) 1.2...Recognize an individual's rights of ownership to computer-generated work. (G1) 2.1...Identify essential computer terms. (G2) 2.2...Identify the function of physical components of a computer system. (G2)	1.3...Identify how electronic databases are used in the school, neighborhood, and community. (G1) 1.4...Identify print and electronic databases as ways to collect, organize, and display data. (G1) 2.5...Use electronic databases to locate information. (G2)	2.6...Use a graphing program to enter data and graph the results. (G2) 3.1...Collect, sort, and organize information to display as a graph or chart. (G3) 3.2...Interpret data on charts/graphs and make predictions. (G3)	2.3...Demonstrate correct finger placement for home row keys. (G1) 2.4...Use word processing to enter, save, print and retrieve text. (G2)	2.7...Identify and use electronic drawing tools to combine graphics and text. (G2) 2.8...Participate in the planning and creation of a class multimedia story which includes student narration. (G2)	1.5...Identify how telecommunications has changed the ways people work and play. (G1)

Goal 1 = (G1)
Goal 2 = (G2)
Goal 3 = (G3)

3rd Grade Objectives

The student will...

Social Issues	Databases	Spreadsheet	Keyboard Utilization/Word Processing/DTP	Multimedia/ Presentation	Telecommunications
1.1...Identify uses of technology in the community and how it has changed people's lives. (G1) 1.2...Recognize that the Copyright Law protects what a person, group, or a company has created. (G1) 2.1...Identify the technology tools used to collect, analyze, and display data. (G2) 2.2...Identify the physical components of a components of a computer system as either input, output, or processing devices. (G2)	1.4...Recognize how electronic databases are used in the community. (G1) 2.5...Recognize the differences between print and electronic databases. (G1) 3.2...Locate and use information in electronic databases. (G3)	2.6...Identify the parts of a spreadsheets. (G2) 2.7...Enter and edit data in a prepared spreadsheet and observe the results. (G3) 3.3...Use a prepared spreadsheet to enter and graph data as a group activity. (G3)	1.3...Recognize the benefits of word processing. (G1) 2.3...Demonstrate proper keyboarding techniques for upper and lowercase letters. (G2) 2.4...Retrieve and edit a word processed document. (G2) 3.1...Create, save, and print a word processed document. (G3)	2.8...Create a multiple-outcome storyboard as a class activity. (G2) 2.9...Identify the difference between linear and nonlinear multimedia presentations. (G2) 2.10...Create a multimedia project as a group/class activity. (G2)	1.5...Identify telecommunications technologies used to locate information. (G1) 2.11...Use telecommunications to locate community information as a group/class project. (G2) 3.4...Evaluate the usefulness of information obtained using telecommunication technologies. (G3)

Goal 1 = (G1)
Goal 2 = (G2)
Goal 3 = (G3)

4th Grade Objectives

The student will...

Social Issues	Databases	Spreadsheet	Keyboard Utilization/Word Processing/DTP	Multimedia/ Presentation	Telecommunications
1.1...Identify the ways in which technology has changed the lives of people in North Carolina . (G1) 1.2...Identify the differences between non-networked and networked computers. (G1) 1.3...Identify violations of the Copyright Law. (G1) 2.11...Recognize the differences between non-networked and networked computers. (G2)	2.5...Define the parts of a database. (G2) 2.6...Develop a simple database and enter and edit information as a class activity. (G2) 3.2...Search and sort prepared databases for information to use in classroom projects. (G3)	2.1...Use technology tools used to collect, analyze, and display data. (G2) 2.7...Define spreadsheet terms. (G3) 2.8...Enter data into a prepared spreadsheet to perform calculations and recognize the changes that occur. (+,-,*,*f*) (G2) 3.3...Create a table/ graph from spreadsheet data. (G3)	2.2...Practice proper keyboarding techniques for upper and lower case letters. (G1) 2.3...Recognize word processing terms and functions. (G2) 2.4...Edit a word processing file to make indicated corrections. (G2) 3.1...Create, format, save and print a word processed document. (G3)	1.4...Recognize the correct use of copyrighted materials in multimedia products. (G2) 3.4...Create modify a multimedia project and cite sources of copyrighted material. (G3)	2.9...Use e-mail as a means of communications. (G2) 2.10...Use search strategies to locate information electronically. (G2) 3.5...Evaluate information found via telecommunications for content and usefulness. (G3)

Goal 1 = (G1)
Goal 2 = (G2)
Goal 3 = (G3)

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5th Grade Objectives

The student will...

Social Issues	Databases	Spreadsheet	Keyboard Utilization/Word Processing/DTP	Multimedia/ Presentation	Telecommunications
1.1...Recognize the influence of technology on life in the United States. (G1) 1.2...Recognize the need for protection of software and hardware from computer viruses and vandalism. (G1) 1.4...Describe the use of Acceptable Use Policy (AUP) (G1) 2.2...Explain the differences between a non-networked and networked computer. (G1)	2.5...Create/modify an electronic database. (G2) 2.6...Search and sort information using one criterion. (G2) 2.7...Add and delete records in a database. (G2) 3.1...Create a product using information located in a database. 3.2...Evaluate the accuracy, credibility, and validity of data in a database. (G3) 3.3...Select search strategies to obtain information. (G3)	2.1...Use technology tools to collect, analyze, and display data. (G2) 2.8...Create/modify and use spreadsheets to perform calculations (+,-,*,/). (G2) 3.4...Select the most appropriate graph to display data and state reason. (G3)	2.3...Use keyboarding skills to improve speed and accuracy. (G1) 2.4...Use a word processing application to create and format a document. (G2)	3.5...Create a multimedia presentation citing sources of copyrighted materials. (G3)	1.3...Recognize video Conferencing as a method of interactive communication. (G1) 3.6...Participate in curriculum-based telecommunications projects as a class activity. (G3) 3.7...Evaluate information found via telecommunications for appropriateness, content, and usefulness. (G3)

Goal 1 = (G1)
Goal 2 = (G2)
Goal 3 = (G3)

6 th Grade Objectives

The student will...

Social Issues	Databases	Spreadsheet	Keyboard Utilization/Word Processing/DTP	Multimedia/ Presentation	Telecommunications
1.1...Recognize ownership, security, and privacy of information. (G1) 1.2...Demonstrate an understanding of copyright by citing sources of copyrighted materials in papers, projects, and multimedia presentations. (G1) 1.3...Model ethical behavior relating to security, privacy, passwords, and personal information. (G1) 1.4...Identify users of technology in the workplace. (G1) 3.1...Select and use technology tools to collect, analyze, and display data. (G3)	2.2...Create/modify a database relevant to classroom assignments. (G2) 2.3...Search and sort information using more than one criterion and explain strategies used to locate information. (G2) 3.3...Use information located in database files to create/modify a personal product. (G3)	2.4...Enter and edit data into a prepared spreadsheet to test simple "what if" statements. (G2) 2.5...Use order of operations in spreadsheet formulas. (G3) 3.4...Create/modify and use spreadsheets to solve real-world problems. (G3) 3.5...Select most appropriate type of graph to display data and state the reason. (G3)	2.1...Use keyboarding skills to increase productivity and accuracy. (G2) 3.2...Use word processing/ desktop publishing applications to create documents related to content areas. (G3)	3.6...Create nonlinear multimedia projects related to content areas. (G3)	3.7...Evaluate electronic information from various sources as to validity, appropriateness, content, and usefulness. (G3) 3.8...Apply search strategies to locate and retrieve information via telecommunications. (G3) 3.9...Use telecommunications to share and publish information. (G3)

Goal 1 = (G1)
Goal 2 = (G2)
Goal 3 = (G3)

6 th Grade Objectives

The student will...

Social Issues	Databases	Spreadsheet	Keyboard Utilization/Word Processing/DTP	Multimedia/ Presentation	Telecommunications
1.1...Demonstrate ethical behavior relating to security, privacy, passwords, and personal information. (G1) 1.2...Demonstrate an understanding of copyright by citing sources of copyrighted materials in papers, projects, and multimedia presentations. (G1) 1.3...Describe the impact of technology on the skills needed for the workplace. (G1) 3.1...Select and use technology tools to collect, analyze, and display data. (G3)	3.4...Search and sort information using more than one criterion and explain strategies used to find information. (G3) 3.5...Create/modify and use a database relevant to a classroom assignment. (G3)	2.1...Enter and edit data into a prepared spreadsheet to test simple "what if" statements. (G2) 2.2...Select appropriate spreadsheet functions to solve problems. (G3) 3.6...Create/modify and use spreadsheets to solve problems related to content areas. (G3) 3.7...Choose charts/ tables or graphs to best represent data and state reason. (G3)	3.2...Use word processing/ desktop publishing for assignments/projects. (G3)	3.3...Research, create, publish, and present projects related to content areas using a variety of technological tools. (G3)	3.8...Evaluate the information from electronic sources as to validity, appropriateness, content, and usefulness. (G3)

Goal 1 = (G1)
Goal 2 = (G2)
Goal 3 = (G3)

8 th Grade Objectives

The student will...

Social Issues	Databases	Spreadsheet	Keyboard Utilization/Word Processing/DTP	Multimedia/ Presentation	Telecommunications
1.1...Model ethical behavior relating to security, privacy, passwords, and personal information. (G1) 1.2...Demonstrate an understanding of copyright by citing sources of copyrighted materials in papers, projects, and multimedia presentations. (G1) 1.3...Investigate occupations dependent on technology. (G1) 3.1...Select and use technology tools to collect, analyze, and display data. (G3)	2.1...Create/modify and print a database report. (G2) 3.4...Create/modify and use databases relevant to classroom assignments. (G3) 3.5...Apply search and sort strategies used in a database. (G3)	3.6...Create/modify and use spreadsheets to solve problems related to content areas. (G3) 3.7...Explain the rationale for choosing charts/tables or graphs to best represent data. (G3) 3.8...Use spreadsheets to explore various formulas/functions and relationships. (G3)	3.2...Use word processing/ desktop publishing for assignments/projects. (G3)	3.3...Research, create, publish, and present projects related to content areas using a variety of technological tools. (G3)	3.9...Conduct online research and evaluate the information found as to the validity, appropriateness, content and usefulness. (G3)

Goal 1 = (G1)
Goal 2 = (G2)
Goal 3 = (G3)

Grade 9-12

Subject Area Objectives

The student will...

ALL SUBJECT AREAS
1.1...Practice ethical behavior in using computer-based technology for class assignments and projects. (G1)
1.2...Identify issues surrounding complex technology environments. (G1)
2.1...Practice and refine knowledge and skills in keyboarding/word processing/desktop publishing, spreadsheets, databases, multimedia and telecommunications in preparing classroom assignments and projects. (G2)
2.2...Select and use appropriate technology tools to efficiently collect, analyze, and display data. (G2)

Goal 1 = (G1)
Goal 2 = (G2)
Goal 3 = (G3)

Grade 9-12

Subject Area Objectives

The student will...

Arts Education (Dance, Music, Theatre Arts, Visual Arts)	English	Foreign Language	Health/Physical Education
3.1...Select and use appropriate technology tools to efficiently collect, analyze, and display data. (G3) 3.2...Select and use appropriate technologies as a means of artistic expression. (G3) 3.3...Use electronic resources for research. (G3) 3.4...Select and use technological tools for class assignments, projects, and presentations. (G3) 3.5...Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentation. (G1)	3.1...Use word processing and/or desktop publishing for a variety of writing assignments/projects. (G3) 3.2...Use electronic resources for research. (G3) 3.3...Select and use technological tools for class assignments, projects, and presentations. (G1) 3.4...Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentation. (G1)	3.1...Select and use appropriate technologies to communicate in other languages with other cultures. (G3) 3.2...Select and use technological tools for class assignments, projects, and presentations. (G3) 3.3...Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentation. (G1)	3.1...Select and use appropriate technology tools to efficiently collect, analyze, and display data. (G3) 3.2...Use technology for experiments and/or research. (G3) 3.3...Use electronic resources for research. (G3) 3.4...Select and use technological tools for class assignments, projects, and presentations. (G3) 3.5...Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentation. (G1)

Goal 1 = (G1)
Goal 2 = (G2)
Goal 3 = (G3)

Grade 9-12

Subject Area Objectives

The student will...

Mathematics	Science	Social Studies	Workforce Development (Agriculture, Business, Technology, Health)
3.1...Select and use appropriate technology tools to efficiently collect, analyze, and display data. (G3) 3.2...Use spreadsheets to solve problems and display data. (G3) 3.3...Use a calculator, scientific calculator or graphing calculator for problem-solving. (G3) 3.4...Select and use technological tools for class assignments, projects, and presentations. (G3) 3.5...Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentation. (G1)	3.1...Use scientific instruments to perform experiments. (G3) 3.2...Use appropriate technology tools to efficiently collect, analyze, and display data. (G3) 3.3...Use electronic resources for research. (G3) 3.4...Use spreadsheets to solve problems and display data. (G3) 3.5...Select and use technological tools for class assignments, projects, and presentations. (G1) 3.6...Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentation. (G1)	3.1...Select and use appropriate technology tools to efficiently collect, analyze, and display data. (G3) 3.2...Use databases to collect, record, analyze and display data. (G3) 3.3...Use electronic resources for research. (G3) 3.4...Select and use technological tools for class assignments, projects, and presentations. (G3) 3.5...Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentation. (G1)	3.1...Select and use appropriate technologies to prepare for the workplace. (G3) 3.2...Use electronic resources for research. (G3) 3.3...Select and use technological tools for class assignments, projects, and presentations. (G3) 3.4...Adhere to Fair Use and Multimedia Copyright Guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentation. (G1)

Goal 1 = (G1)
Goal 2 = (G2)
Goal 3 = (G3)

INTERNET ACCEPTABLE USE

CHARLOTTE-MECKLENBURG BOARD OF EDUCATION POLICY (6160)

Charlotte-Mecklenburg Schools offers an Internet network, CMSNET, accessible by students, teachers, and staff. The Internet, an electronic highway, connects thousands of computers, computer networks and individual subscribers around the world. CMS users will sign an "Internet Acceptable Use Agreement" prior to being given access to CMSNET. This agreement will define the educational objectives and guidelines for use as well as unacceptable uses which will lead to revocation of access and possible legal action.

CMS will install centralized software to control, monitor, and filter inappropriate material. Students under age 18 must have written parental permission before being given access to CMSNET.

CHARLOTTE-MECKLENBURG SCHOOLS REGULATIONS

Internet provides access to computer systems located all over the world. Users (and parents of users, if the user is younger than age 18) must understand that CMSNET cannot control the content of the information available. Some of the information is controversial and, sometimes,offensive. However, the valuable information and interaction accessible on this worldwide network outweigh the possibility that users may find inappropriate material. The Charlotte-Mecklenburg School System does not condone the use of such materials and takes all reasonable precautions to filter access to these materials. The responsibilities accompanying freedom of speech and access to information will be taught. School employees, students, and parents must be aware that access to the Internet will be withdrawn from users who do not respect the rights of others or who do not follow the rules and regulations established by the Charlotte-Mecklenburg School System. Following is a listing of CMSNET goals and the types of information students will be able to access:

CMSNET Goals:

1. To support the implementation of Charlotte-Mecklenburg Schools' Performance Standards and the North Carolina Standard Course of Study,
2. To enhance learning opportunities by focusing on the application of skills in information retrieval, searching strategies, research skills, and critical thinking, and
3. To promote life-long learning.

Access Includes:

1. Information, news, and resources from businesses, libraries, educational institutions, government agencies, research institutions, and a variety of other sources,
2. Telecommunications with individuals and groups around the world, and
3. Public domain and shareware software.

VII. VANDALISM

Vandalism will result in cancellation of user privileges and disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy equipment and/or data of anyone connected to the Internet. This includes, but is not limited to uploading, creating, or transmitting computer viruses.

VIII. AGREEMENT

Students must sign the CMS Agreement Form #6160, located in the Forms Notebook, prior to accessing CMSNET. Parent or guardian must sign the CMS Agreement Form #6160 prior to students under age 18 accessing CMSNET.

Other users must sign the CMS Agreement Form #6160.1, located in the Forms Notebook, prior to accessing CMSNET.

I, ________________________________ (typed or printed name), understand and will abide by the Charlotte-Mecklenburg Schools' Internet Acceptable Use rules and regulations for CMSNET. I further understand that any violation will result in the loss of access privileges and school disciplinary action.

Student Signature: ________________________________

Student ID#: ________________________

Date: ________________________

I, ________________________________ (typed or printed name), have read the Charlotte-Mecklenburg Schools' Internet Acceptable Use rules and regulations for CMSNET and understand that this access is designed for educational purposes only. I also recognize that it is impossible to restrict access to all inappropriate materials. However, I accept full responsibility for my child's compliance and, hereby, give my permission for my child to use CMSNET.

Parent/Guardian's Signature: ________________________________

Date: ____________________

I, ________________________________ (typed or printed name), understand and will abide by the Charlotte-Mecklenburg Schools' Internet Acceptable Use rules and regulations for CMSNET. I further understand that any violation will result in the loss of access privileges and possible disciplinary action.

I. ACCEPTABLE USE

CMSNET will be used in a responsible, efficient, ethical and legal manner and must be in support of the educational objectives and the student behavior guidelines of the Charlotte-Mecklenburg Schools. Transmission of any material in violation of any federal or state regulation is prohibited. Unacceptable uses include, but are not limited to the following:

A. Violating copyright laws
B. Forwarding personal communications without the author's prior consent
C. Using threatening or obscene material
D. Distributing material protected by trade secret
E. Utilizing CMSNET for commercial purposes
F. Providing political or campaign information

II. RESTRICTIONS

CMS will install WebTrack, a centralized software solution that provides Internet control, monitoring, and filtering. This software is the critical component of the Internet protection package since it allows valuable online Internet access while restricting access to specific unwanted categories including pornography, gambling, illegal drugs, online merchandising, hate speech, criminal skills, alternative journals, and games. The program will be updated on a regular basis to keep the restriction list as current as possible.

III. NETIQUETTE RULES

Users must abide by network etiquette rules. These rules include, but are not limited to the following:

A. Be polite; rudeness is never acceptable
B. Use appropriate language; do not swear, use vulgarities or other abusive or inappropriate language
C. Do not reveal personal addresses or phone numbers
D. Do not disrupt the use of the network
E. Assume that all communications and information accessible via the network is private property

IV. PRIVILEGES

The use of CMSNET is a privilege, not a right. Inappropriate use will result in limitation or cancellation of usa privileges and possible disciplinary actions.

V. DISCLAIMER

CMSNET will not be responsible for any damages suffered, including loss of data resulting from delays, non-deliveries, service interruptions, or inaccurate information. The usa accepts personal responsibility for any information obtained via CMSNET.

VI. SECURITY

Security on any computa system is a high priority, especially when the system involves many users. Attempts to tamper with the program, access the system as any otha user, or to share a password will result in cancellation of usa privileges. Electronic mail is not guaranteed to be private; system operators have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities, and disciplinary action will follow.

User Signature:________________________ Date: ________________

Revised, 1998

Bellingham Public Schools

You may copy this form.

Parent Permission Letter

Internet and Electronic Mail Permission Form

The Bellingham Public Schools

We are pleased to offer students of the Bellingham Public Schools access to the district computer network for electronic mail and the Internet. To gain access to e-mail and the Internet, all students under the age of 18 must obtain parental permission and must sign and return this form to the LIBRARY MEDIA SPECIALIST. Students 18 and over may sign their own forms.

Access to e-mail and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Bellingham Public Schools support and respect each family's right to decide whether or not to apply for access.

District Internet and E-Mail Rules

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required. Access is a privilege - not a right. Access entails responsibility.

Individual users of the district computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with district standards and will honor the agreements they have signed. Beyond the clarification of such standards, the district is not responsible for restricting, monitoring or controlling the communications of individuals utilizing the network.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private.

Within reason, freedom of speech and access to information will be honored. During school, teachers of younger students will guide them toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

As outlined in Board policy and procedures on student rights and responsibilities (3200), copies of which are available in school offices, the following are not permitted:

- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, insulting or attacking others
- Damaging computers, computer systems or computer networks
- Violating copyright laws
- Using another's password
- Trespassing in another's folders, work or files
- Intentionally wasting limited resources
- Employing the network for commercial purposes

Violations may result in a loss of access as well as other disciplinary or legal action.

User Agreement and Parent Permission Form - 1995

As a user of the Bellingham Public Schools computer network, I hereby agree to comply with the above stated rules - communicating over the network in a reliable fashion while honoring all relevant laws and restrictions.

Student Signature ____________________________________

As the parent or legal guardian of the minor student signing above, I grant permission for my son or daughter to access networked computer services such as electronic mail and the Internet. I understand that individuals and families may be held liable for violations. I understand that some materials on the Internet may be objectionable, but I accept responsibility for guidance of Internet use - setting and conveying standards for my daughter or son to follow when selecting, sharing or exploring information and media

Parent Signature ________________________________ Date ________________

Name of Student ________________________________

School ______________________________________ Grade________

ISD 116 Pillager Schools

Current Version: 1.0a Last Update: 2 Oct 95

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Pillager School District Internet Acceptable Use Agreement

Please read this document carefully before signing.

Internet access is now available to students and teachers in the Pillager School District. We are very pleased to bring this access to Pillager School and believe the Internet offers vast, diverse, and unique resources to both students and teachers. Our goal in providing this service to teachers and students is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication.

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Students and teachers have access to:

1. electronic mail communication with people all over the world.
2. information and news from NASA as well as the opportunity to correspond with the scientists at NASA and other research institutions.
3. public domain software and shareware of all types.
4. discussion groups on a plethora of topics ranging from Chinese culture to the environment to music to politics.
5. access to many University Library Catalogs, the Library of Congress and ERIC.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Pillager School District has taken precautions to restrict access to controversial materials. However, on a global network it is impossible to control all materials and an industrious user may discover controversial information. We (Pillager School District) firmly believe that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the District.

Internet access is coordinated through a complex association of government agencies, and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are about to acquire. In general this requires efficient, ethical and legal utilization of the network resources. If a Pillager user violates any of these provisions, his or her account will be terminated and future access could possibly be denied. The signature(s) at the end of this document is (are) legally binding and indicates the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.

Internet - Terms and Conditions

1. Acceptable Use - The purpose of NSFNET, which is the backbone network to the Internet, is to support research and education in and among academic institutions in the U.S. by providing access to unique resources and the opportunity for collaborative work. The use of your account must be in support of education and research and consistent with the educational objectives of the Pillager School District. Use of other organization's network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any US or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities is generally not acceptable. Use for product advertisement or political lobbying is also prohibited.

2. Privileges - The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. (Each student who receives an account will be part of a discussion with a Pillager School District faculty member pertaining to the proper use of the} network.) The school administrators will deem what is inappropriate use and their decision is final. Also, the school administrators may close an account at any time as required. The administration, faculty, and staff of Pillager School District may request the technology coordinator to deny, revoke, or suspend specific user accounts.

3. Network Etiquette - You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

    1. Be polite. Do not get abusive in your messages to others.
    2. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.
    3. Do not reveal your personal address or phone numbers of students or colleagues.
    4. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
    5. Do not use the network in such a way that you would disrupt the use of the network by other users.
    6. All communications and information accessible via the network should be assumed to be private property.

4. Pillager School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. Pillager School District will not be responsible for any damages you suffer. This include loss of data resulting from delays, nondeliveries, mis-deliveries, or service interruptions caused by it's own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk Pillager School District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

5. Security - Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the Internet, you must notify a school administrator or the technology coordinator. Do not demonstrate the problem to other users. Do not use another individual's account without written permission from that individual. Attempts to logon to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to Internet.

6. Vandalism - Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data or equipment of another user, Internet, or any of the above listed agencies or other networks that are connected to the NSFNET Internet backbone. This includes, but not limited to, the uploading or creation of computer viruses.

Pillager School District Internet Use Agreement

I understand and will abide by the above Internet Use Agreement. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action.

User Name (please print): ______________________________

User Signature: ____________________________________ Date: __________________

PARENT OR GUARDIAN

(If you are under the age of 18 a parent or guardian must also read and sign this agreement.)

As the parent or guardian of this student, I have read the Internet Use Agreement. I understand that this access is designed for educational purposes. Pillager School District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for Pillager School District to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent or Guardian's Name (please print): ____________________________________

Signature: ____ Date: __________________

If you have comments or questions about this page, contact Mark Oehrlein via email at moehrlei@pillager.k12.mn.us. I'd love to hear your comments.

Copyright in an Electronic Environment

(Guidelines from Consortium of College and University Media Centers)

General Guidelines

- Students may use portions of lawfully acquired copyrighted works in their academic multimedia projects, with proper credit and citations. They may retain them in personal portfolios as examples of their academic work.
- Students and teachers must include on the opening screen of their programs and on any printed materials that their presentation has been prepared under fair use exemption of the US Copyright Law and are restricted from further use.
- Educators may claim fair use for their own productions providing these productions are:
  - For face-to-face curriculum-based instruction
  - Demonstrations of how to create multimedia productions
  - Presented at conferences (but you may not share copies of the actual production)
  - For remote instruction as long as the distribution signal is limited
  - Kept for only 2 years
- Fair use ends when the multimedia creator loses control of his product's use, such as when it is accessed by others over the Internet.
- Educators or students need not write for permission if their presentation falls within the specific multimedia fair use guidelines; however, "educators and students are advised to note that if there is a possibility that their own educational multimedia project incorporating copyrighted works under fair use could later result in broader dissemination, whether or not as commercial product, it is strongly recommended that they take steps to obtain permissions during the development process for all copyrighted portions rather than waiting until after completion of the project.

Fair Use Guidelines for Multimedia

Text

- Up to 10% of a copyrighted work or 1000 words, whichever is less
- Poems
  - Entire poem if less than 250 words
  - 250 words or less if longer poem
  - No more than 5 poems (or excerpts) of different poets, from an anthology
  - Only 3 poems (or excerpts) per poet

Motion Media

- Up to 10% of a copyrighted work or 3 minutes, whichever is less
- Clip cannot be altered in any way

Illustrations

- A photograph or illustration may be used in its entirety
- No more than 5 images of an artist's or photographer's work
- When using a collection, no more than 10% or no more than 15 images, whichever is less

Music

- Up to 10% of a copyrighted musical composition, but no more than 30 seconds
- Up to 10% of a body of sound recording, but no more than 30 seconds
- Any alterations cannot change the basic melody or the fundamental character of the work

Internet

- Internet resources often combine both copyrighted and public domain sites; therefore care should be used in downloading any sites for use in multimedia presentations
- Until further clarification, educators and students are advised to write for permission to use Internet resources and to be mindful of the copyright ramifications of including embedded additional links to that particular site

Numerical Data Sets

- Up to 10% or 2500 fields or cell entries, whichever is less, from a copyrighted database or data table
- A field entry is defined as a specific item of information (e.g., name, Social Security number) in a record of database file
- A cell entry is defined as the intersection where a row and a column meet on a spreadsheet

Copying and Distribution Limitations

- Do not post multimedia projects claiming fair use exemption on an unsecured web sites
- No more than 2 copies of the original production may be made
- Only 1 may be placed on reserve for others to use for instructional purposes

- An additional copy may be made for preservation purposes, but may be used or copied only to replace a used copy that has been lost, damaged, or stolen
- If more than one person had created a multimedia presentation, each principal creator may retain only one copy

Alteration Limitations

- Multimedia selections falling within the above guidelines may be altered to illustrate a specific technique or to support a specific instructional objective
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Information Technology Evaluation Services, Public Schools of North Carolina, 1997

Electronic Citation Formats

CD-ROM Encyclopedia
Contributor. "Article Title." *Title of Software Version.* CD-ROM. Place Produced: Vendor, copyright date.

Dunlap, Kent. "Copyright." *World Book Multimedia Encyclopedia.* CD-ROM. Chicago: World Book, Inc., 1995.

CD-ROM Periodical Database
Author. "Title of Article." *Journal* volume date: page numbers. (Category if applicable, Article if applicable) *Database.* CD-ROM. Place Produced: Vendor, copyright date.

Bartholomew, Anita. "When Computers Copy Style: The Case against Hal and the Future of the Novel." *Omni* January 1995: 29. (Technology, Electronic Only, Article 107.) *SIRS Researcher.* CD-ROM. Boca Raton, FL: SIRS, 1996.

Multimedia CD-ROM
"Title of Section." *Name of Software.* CD-ROM. Place Produced: Vendor, Copyright date.

"Ecosystems." *Eyewitness Encyclopedia of Science.* CD-ROM. New York: Dorling Kindersley, 1994.

Internet
Author if available. "Title of Article/Piece." *Internet Publication if available.* Date: Online. Method of Access. Date of Access. Available Internet path.

MacKenzie, Jamie. "'Did Anybody Learn Anything?' The Sad and Sorry State of Technology Program Assessment." *From Now On* 5.4 (December 1995: Online. Internet. 22 January 1996. Available WWW: http://www.pacificrim.net~mckensie/

Listserv Message
Author of Message. {Internet address}. "Title of Message." In Listserv. {Listserv address}. Date of message.

Bradburn, Frances. {fbradburn@dpi.state.nc.us}. "Reply: Designing Your School's AUP." In NCLA-L. {ncla-l@ils.unc.edu}. 15 April 1996.

E-mail
Author of Message. {Interned address}. "Title of Message." Means of transmission to individual. {Internet address}. Date of message.

Bradburn, Frances. {fbradburn@dpi.state.nc.us}. "Your AUP." Private e-mail message to Molly Media Coordinator, {mmedco@anyschool.nc.org}. 1 April 1996.

(CD-ROM MLA citation information from *Using the Internet, Online Services, & CD-ROMs for Writing Research and Term Papers*, edited by Charles Harmon. Neal-Schuman Publishers, 1996. Listserv and e-mail citation information from Melvin E. Page. {pagem@etsuarts.east.tenn-st.edu} "A Brief Citation Guide for Internet Sources in History and the Humanities" for H-AFRICA {h-africa@msu.edu} 30 October 1995.)

{*InfoTech: The Advisory List*. Information Technology Evaluation Services. Raleigh, NC: Public Schools of North Carolina. May 1996.}

Downloading and Saving Graphics from the Internet

For the Mac
A graphics program is needed on the desktop. Some examples are Graphic Converter, Photo Shop, etc. Some of these programs and others may be downloaded free of charge from specific sites.

- Place Mac diskette into the disk drive and name the disk.
- Point the mouse over the picture and hold down.
- A pop-up menu will appear.
- Choose "Save this image as..."
- Window pops up
- Select desktop
- Select disk
- Click save
- Go to disk
- Open
- Drag the icon into the graphics program (e.g., graphics converter) which is located on the desktop and it opens it up.

For PC with Windows 95
A graphics program is needed on the desktop. Some examples are Graphic Converter, Photo Shop, etc. Some of these programs and others may be downloaded free of charge from specific sites.

- Place diskette into the A drive
- Point mouse button over graphic
- Right click over the image
- A pop-up menu will appear
- Choose "Save this image as..."
- Click
- Window appears
- Select where you want to save the image
- Click on "save" button

Diacritical Marks

I. MacIntosh Keyboards

To Make	Do This
á, é, í, ó, ú	Press option, e, and the vowel
à, è, ù	Press option, the ~and ' key, and the vowel
â, ê, î, ô, û	Press option, i, and the vowel
ä, ë,ï, ö, ü	Press option, u, and the vowel
ç	Press option, c
ñ	Press option, n, n
ß	Press option, s
æ	Press option, '
œ	Press option, q
¡	Press option, ! and 1 key
¿	Press option, shift, /

When using a Mac, you can change the keyboard setting (under the Apple menu>Control Panels>Keyboard) to a Spanish setting. In that case accented letters are included as part of the regular keying process. You and your students would have to memorize the locations of the keys.

You may also use a program called Popchar. It can be downloaded if you do a search with a browser, and it be installed easily. It will make doing all kinds of accents an easy task.

II. IBM Keyboards

Windows 95: Option 1

The easiest keyboard layout is "English (United States-International)" the sequence for setting this keyboard layout is as follows:

- Click on the START icon
- Go to SETTINGS
- Click on CONTROL PANEL
- Double click on the KEYBOARD icon
- Click on the LANGUAGE tab
- Click on the ADD button
- Click on the arrow besides Afrikaans
- Scroll down to English (United States)
- Click once
- Click on OK
- Click on Properties
- Scroll down to United States-International
- Click on OK and then OK again.

With this “English United States International” keyboard, special characters are created as follows:

To Make	Do This
á	’ (apostrophe) and a
é	’ (apostrophe) and e
í	’ (apostrophe) and i
ú	’ (apostrophe) and u
ó	’ (apostrophe) and o
à, è, ì, ò, ù	’ and a, e, i, o, u
â, ê, î, ô, û	Shift and ˆ and a, e, i, o, u
ä, ë, ï, ö, ü	Shift and ” and a, e, i, o, u
ç	’ (apostrophe) and c
¿	Hold down the RIGHT ALT key and press ?
!	Hold down the RIGHT ALT key and press !
ñ	Hold down the RIGHT ALT key and press n
ß	Hold down the RIGHT ALT key and press s

Windows 95: Option 2

This option seems a little tedious, but it works as follows(after opening your word processing software or e-mail):

- Click on START
- Go to Programs
- Go to Accessories
- Click on Character Map
- Under FONT, select Standard
- Click a character (á, etc.) then click Copy
- Go to your document and paste

The Character Map can be left open so as to switch back and forth as needed.

Windows 95: Option 3

This alternative works on IBM compatible machine. Hold down the ALT key and at the same time type a number on the number pad. Then release the ALT key. The letter appears.

ALT + 160 = á
ALT + 130 = é
ALT + 161 = í
ALT + 162 = ó
ALT + 163 = ú
ALT + 133 = à
ALT + 138 = è
ALT + 141 = ì
ALT + 149 = ò
ALT + 151 = ù

ALT + 131 = â
ALT + 136 = ê
ALT + 140 = î
ALT + 147 = ô
ALT + 150 = û
ALT + 132 = ä
ALT + 137 = ë
ALT + 139 = ï
ALT + 148 = ö
ALT + 129 = ü

ALT + 168 = ¿
ALT + 164 = ñ
ALT + 173 = ¡
ALT + 135 = ç
ALT + 225 = ß

For Windows 3.1

The “US International” keyboard works just like the Windows 95 “English United States International” keys described above. However, the set up in Program Manager is slightly different.

- Double click on the MAIN icon
- Double click on CONTROL PANEL
- Double click on the INTERNATIONAL icon(*not* the keyboard icon)
- Click on the “Keyboard layout” tab
- Scroll down to US International
- Click once
- Click on OK

All the above instructions have been provided by Bruce R. Swayne, Director of the Modern Language Resource Center at Boise State University. His Web page can be accessed at <http://www.idbsu.edu/modlang/mlrcfolder/accents.htm>

Windows and Word 95 and 97

ctrl + apostrophe + vowel gives the vowel with ´
ctrl + grave (on keyboard) + gives the vowel with ‘
ctrl + comma gives ç
ctrl + colon gives ¨
ctrl + shift gives ˆ
ctrl + shift + tilde give the n with ~
ctrl + alt + shift + question mark or exclamation point for upside-down marks

Type the accent first then type the letter and they both show up on the screen. The same system works for capital letters. If you forget, go to the “Help” function and it will tell you everything.

Windows

á—0225
é—0233
í—0237
ó—0243
ú—0250
ü—0252
“—0171 and “—0187
ñ—0241
¿—0191
¡—0161

Specialized Technology-Related Vocabulary

English	French	Spanish	German
a browser	un fouineur	un hojeador un navegador	das Browser
to click	cliquer	cliquear chasquear pulsar	klicken
CD-ROM	un CD-ROM	un CD-ROM	CD-ROM
a computer	un ordinateur	un ordenador	der Computer der Rechner
to connect	connecter	conectar	anschließen verbinden
to delete	effacer supprimer	borrar suprimir	löschen
a diskette	une disquette	un disco un disquete	die Diskette
a diskdrive	un lecteur de disquettes	un lector de disquettes una disquetera	das Diskettenlaufwerk
e-mail	e-mail le courrier électronique	e-mail el correo electrónico	die E-Mail
a font	la police de caractère	un tipo de letra	die Schrift der Schriftfont
graphics	les graphiques	los gráficos	die Graphik
a homepage	une page d'accueil	una página principal una página de entrada	die Homepage
an icon	une icône	un icono	das Icon

the information highway	l'autoroute de l'information	la autopista de información supercarretera de información	
Internet	l'Internet	Internet la Red	das Internet
keyboard	un clavier	un teclado	die Tastatur das Keyboard
memory	la mémoire	la memoria	der Speicher
a monitor	un moniteur	un monitor	der Monitor der Bildschirm
a mouse	une souris	un ratón	die Maus
a network	un réseau	una red	das Nezwerk
a newsgroup	un groupe de discussion un forum	un grupo de discusión un foro de discusión	Internet Newsgroup
a password	un mot de passe	un código secreto una clave de entrada una clave de acceso una contraseña	das Paßwort
a program	un logiciel	un programa	das Programm
a printer	une imprimante	una impresora	der Drucker
to scan	scanner	buscar	scannen
a scanner	un scanneur	buscador rastreo scaner	der Scanner

a screen	un écran	una pantalla	der Bildschirm
a server	un serveur	un server un servidor	der Server
to select	choisir	escoger seleccionar	wählen
a site	un site		
software	un logiciel	un software	die Software
a spreadsheet	un tableur	una hoja de calculo	die Tabellenkalkulation
to surf the web	surfer sur l'Internet surfer sur les ondes naviguer le réseau	navegar recorrer por la Red	im Internet surfen
the web	le web la toile d'araignée mondiale	una malla une teleraña web	das Web

an answering machine	un répondeur		der Anrufbeantworter
a camcorder	un caméscope		der Kamerarekorder der Camcorder
a cordless phone	un téléphone sans fil		das Drahtlostelefon
a fax	un fax une télécopie	un fax un teleproductor de imágines	das Fax die Faxkopie
a remote control	une télécommande		die Fernbedienung
a telephone/fax	un phonefax		das Telefax

Access to Spanish Computer Terms:
http://www.actlab.utexas.edu/~seagull/spanglish.html
http://www.com/translation/netglos/glossary/spanish.html
http://www.uco.es/ccc/glosario/glosario.html
http://www.telefonica.es/fat/elex.html
http://www.ctv.es/USERS/angelaj/

Access to French Computer Terms:
http://www.neomedia.com/iabdd/glossari/glossai.htm
http://www.cidif.org/Bibliotheque/termino.htm
http://www.bucknell.edu/~rbeard/diction3.html#french
http://globegate.utm.edu/french/globegate_mirror/compdico.html

Access to German Computer Terms:
http://www.bucknell.edu/~rbeard/diction3.html#german

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